



DISPLAYING OF THE CREATIVITY IN THE STUDENTS ACTIVITY

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ABSTRACT

The logical essence and structure of the theme cover one of the main mechanisms of student's personal development - the learning. The specific aim of the research is to reveal the true dimensions, determination and the dynamics of the creativity in the students' activity. The participants in this research are students of the schools of professional training and the teachers, teaching the subjects of general education and special subjects according to the specialization of the relevant school. On the strength of the analysis of the research results we could make a conclusion that the hypotheses formulated at the beginning of the research have been confirmed: the characteristics and the level of development of the creativity with the considerable part of students are insufficient for the successful commencing of their professional realization and for the considerable shortening of the stage of their adaptation to it; the actual structure, dynamics and the displaying of the students' creativity depend on the individual specificity of the personality.

Key words: Creativity, Teacher, Student, Development

INTRODUCTION

The logical essence and structure of the theme cover one of the main mechanisms of the student's personal development - the education. Both the constant topicality and significance condition its formulation and range, as well as the changes in its dimensions. The modern intensive development of the society and the progress in all the fields of life are based on the human possibility to create. We can find the products of creative work in the science, culture, art, engineering, technologies, communications, politics, education, etc. That is why the problems connected with the phenomenon 'creation' are the leading in the formulations of the modern authors and statesmen, who are searching for the most effective conditions for finding out the creative personalities and the providing of their realization.

At the beginning of 21 century the educational realities here settle the new demands and requirements to the students' activity. The conditions of profound social and economic changes and the problems

existing in the country affect the educational system. The present students are different - they are more competent and better informed, more pragmatic, dealing with the new technologies, hurrying to come to know the world and to realize themselves. The imperfection of the social system reflects mainly negatively on the students' approach to the school and the educational process, finding the expression in their perfunctory attitude and lack of seriousness, mainly at their secondary school age. Meanwhile they continue to be the bearers of the special features of their age - the juveniles express rather emphatically and persistently their critical disposition and the too high self-conceit. From the other hand the aspiration to creativity (constructively, creative work) settles the number of problems in the educational system and its functioning. Thus the conclusions from the research elaboration acquire the strict actual characteristics - a basis for the new programs, tasks and the integrated educational strategies.

There are various definitions of the creative work and as G. Piriov points out, they are mainly based on the source positions of the authors, depending on the scientific field where the authors work and on the aspects, which they settle in their study of the creative work. In the scientific literature the concepts

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of creative abilities and the creativity are accepted as terms signifying one and the same phenomenon. (1-5). In 'The Glossary of Psychology' the meaning of the word 'creativity' translated from the German language is 'a synonym of the concept 'a creative work' that is more frequently used in our language, an individual (or collective) ability to create some new things, that have the high social value and utility and serve for the public progress' (6). Further in the quoted source there are made some considerable contradictions in the interpretation of some concepts and the search for non-existing differences, probably due to some political causes. More precise is the position of Lyuben Desev about the essence of the creativity - 'a system of creative abilities, which favour the formulation of new ideas and the revelation of important mutual relations between the objects, phenomena, the new ways for resolving of the tasks settled in the theory or practice or the problems; predisposition or natural inclination to creative work, which exists potentially in the every normal human individual of all ages' (2). This position is accepted by the number of other authors. On the grounds of the mentioned interpretation of the concepts creativity and creative abilities we can make a general conclusion that they are expressed as a psychical quality of personality. Their structure is rather complicated and is based on the individual special features of the higher nervous activity (qualities of the nervous processes), on the cognitive and emotional-volitional psychical processes, on the human motivating system - on the entire harmonious personal development on full value. (1-5)

The explorers of the creation work seek to cover and study its elements. Thus for instance G. Kornelius and J. Keslar include in the creative activity the intellectual and physical processes - remembering, organization, thinking, expression and evaluation, as they support the Roy's thesis that the creative process is peculiar to all the people, as it presents their method to interact with the medium (7).

L. Desev generalizes the five main mechanisms of the creative activity for resolving the problems: through analysis and synthesis; upon the ground of the reciprocal action between the intuition and logic; mechanisms of association; the feedback mechanism; heuristic methods of thinking (1).

Many authors look for the interconnection between the thinking and creation, trying to

give a definition for the last one. M. Sotirova deduces an idea of the creative character of the thinking, basing her arguments upon its meaning for the progress: 'The human thinking is creative due to its ability for constant development' (8).

Referring to the elaboration of G. Piriov and L. Desev, El. Pencheva, T. Zagorova and Il. Mircheva considering the characteristics of the creative work, point out that it can be treated also as the resolution of problems, thus they draw its unbreakable relationship with the thinking. Further the authors differentiate these problems in three categories: 1. Explanation - the search and explanation of the cause and effect connections between the objects and phenomena; 2. Prediction - the revealing of the future interactions, manifestations and events that still have not happened. 3. Discovery - the process of resolving the problems of more high level (structuring of some new interconnections, revealing of objective regularities, etc.) (9).

The other author, R. Sternberg points out the following specific features of the creation - '...the creation requires the using of the balance of the three types of abilities: for analysis, synthesis and for practical application, which should be developed constantly' (10). Further the author explains the nature of the ability for synthesis, analysis and the practical application, revealing in the ability for synthesis the characteristics of the creative process. The mentioned definition is close to the interpretation of G. Piriov and L. Desev for the phenomenon creation, but the author makes an accent over the participation of thinking as a cognitive psychical process and the personal possibilities for realization, while the analysis of the creation suggested by G. Piriov and L. Desev is known by the covering and profoundness, which point out its specific and complicated character and its binding with all the specific features of the personality.

T. Zagorova grants her attention to the fact that in the creative process there are combined the intuitive and logical aspects, as 'at some certain stages the intuitive aspect predominates over the logical one, and in other cases - the priority is taken by the mental processes that are of normative character' (11). Basing his arguments on Yu.A. Samarin, L. Desev considers the characteristic of the creative work as an integration between the imagination and the thinking, which 'restrains' the imagination

and subdues it to the facts (1). These stands reveal the problem for mechanisms of working of many aspects of the creative activity that are still not quite clear.

The delineated initial theses determine the concrete aim of the research - to reveal the true dimensions, determination and the dynamics of the creativity in the students' activity.

The previously formulated hypotheses of the research have reduced to the following:

1. The process of training and education at the secondary schools of vocational training is the main factor for development and display of the students' creativity.

2. The proper structure, dynamics and the display of creativity of the students is determined bilaterally: by the individual specificity of the personality and by the teachers' initial principles, organization, personal and professional characteristics, as well as the entire process of the activity at school.

3. For the considerable part of students the characteristics and the level of development of the creativity are insufficient for the successful start of their professional realization and for the considerable shortening of the stage of their adaptation to it.

The main task of the research is formulated as follows:

1. To study the creativity in the process of education, the extracurricular and out-of-school activity of the students.

2. To study the influence of the family as a factor for the development of the student's creativity

There is one more reason for the pointed spheres of the research of the creativity. It is connected with the social significance of the personal characteristics of students completing their secondary education. The society has a demand of young people - innovators, displaying their initiative, originality, being prospective and ambitious, so that the country could be developed in compliance with the high rates of the world science, engineering and technologies, communications and culture. The new generation should be prepared for adaptation to live, act and create in such expressly changing conditions, that cannot tolerate the routine, banality and idleness.

The subject of our research is the creativity in the students' activity as the main mechanism of the personal development.

The training and educational process is

bilateral and the parts participating in it are expressed as characters. That imposes a profound study of the students' activity to be made in our research. From this position the subject of research covers the students from the upper school age studying at schools of vocational training.

The students' creativity in the educational and training process and its dimensions are hardly good to study, as that is connected with rather a few researches in such a direction. In scientific literature there is described the characteristics of the talented children, while there is a lack of attention to the students' inclination and ability to display their creation and the specific features of its expression. The object of our research are the students of 10, 11 and 12 classes (IV course) studying at the establishments of vocational training in the town of Yambol. The confining of the object to the mentioned contingent is due to several important grounds, as first and foremost is the possibility of the research. It should be focused one the most definite object, so that to study it in compliance with the relevant age characteristics. The students as a part of the educational process present a very wide category, including the pupil from the first to 12 classes. The study of such a contingent is impossible within the framework of only one research. That imposes the differentiation of the object in the mentioned group and the age bounds of 16-19 years. The reason for such a choice is the assumption that at this age and the educational degree there is available a definite level of the personal development (values and value orientations, ideology, self-awareness and self-knowledge, the abilities, needs and interests, reasons, character, etc.) and a higher level of mastering the educational activity, being a prerequisite for conscious expression of the creative activity in the educational and training process, combined also with the perspectives for the future professional realization. In all that there are concentrated the motives for the second direction of confining of the object of our research - to cover the students from the schools of vocational training. Meanwhile the study of the students only from the town of Yambol should not prevent the inferences and conclusions of this study to be referred to all the establishments of vocational training in the system of secondary education, because there has been covered a wide range of schools with different professional specialization - engineering, mechanical

engineering, road building machines and transport, textile and garment, chemical industry, food industry, economics. The students of the mentioned schools do not exactly reside in Yambol, but they are from the entire region and ever live in the neighbouring regions. This is the premise that we could expect the results and conclusions of the research to be valid for the every field in the country.

MATERIALS AND METHODS

The participants of our study are 515 students of 10, 11 and 12 classes (IV course) from the following schools of vocational training in the town of Yambol - Technical School of Mechanical Engineering, Technical School of Garment and Textile, Technical School of Food Industry, Economic Technical School, Technical School of Chemical technologies and Automated Systems, Secondary School of Vocational Training in Building Mechanization. Besides the students in this study participate 71 teachers from the mentioned schools, teaching the subjects of general education (Mathematics, Bulgarian language and Literature, History, etc.) and specialized subjects in compliance with the specialization of the relevant school.

We used the following methods of research: Questionnaire for students and Questionnaire for teachers.

As it was mentioned above, the Questionnaire for students contains 9 questions, as one part of them is with the optional answers and the other - with programmed answers, with the possibility for the participants in the research to continue and supplement these answers. Thus in variation the students are not allowed to give the answers in the frames of the suggested decisions. As for the content, the questions included in the Questionnaire are related to the study of the students' individual inclinations and abilities, their activities in different fields (sport, science, art, etc.), availability of the outstanding personalities in the family, the characteristics of their educational activity.

In the Questionnaire for teachers there are included the questions for evaluation of the students' creative displays in their educational and extracurricular activity.

The both method described herein give the possibility to study the creativity in the students' work. The Questionnaires provide a mutual complementing and specifying with

the prerequisites for search of correlation between the display of creativity in the students' activity and that of the teachers.

Besides the mentioned methods of research in the processing of the received information there were used also the statistic methods, in compliance with the character of the information. Due to the fact that the received information is presented through the variable values at the nominal measuring scale, we used Gamma's method (Program product STATISTICA 6.0). This method allows revealing the correlation dependency between the considered quantities.

The data of the research together with the mentioned methods are collected and processed in the medium of Excel and STATISTICA 6.0. For their processing a computer configuration was used.

RESULTS AND DISCUSSION

Among the factors influencing on the creative activity of students are their inclinations, expressed in their favourite occupations and hobbies. The largest part of students point as their favourite occupation the cultural amusements, connected with the different kinds of art (music, cinema, theatre, reading of books, etc.) On the second place is the exercising of different kinds of sport and tourism. On the third place are the occupations related to various kinds of entertainment, and not so much to the intellectual and personal development (visits of a discotheque, 'parties', restaurants, shops, going for a walk with friends, etc.). Taking in view that the students participated in the study pointed more than one answer, that result is not so disturbing. The students from this group indicated some other inclinations, related to the development of their abilities. Alarming is the fact that one seventh of the investigated students pointed that they have no favourite occupations. That is an index of a passive behaviour of a consumer, which does not promote the personal development of the students.

For the investigated students of the upper school age it is characteristic that their talents have been already revealed and their abilities developed. These features are the essential element of the creativity, as they form the foundation of the creative activity. The mentioned reasons imposed the including of the students' abilities in the subject of our research. As a result it was ascertained that the predominant part of the investigated

students has never participated in any school (course) or study group. This fact reveals the situation that not only the parents, but also the students do not pay sufficient attention to their personal development. They have already reached the age when they could and should accept responsibility for their improvement according to their needs, the established goals and development of the entire system of values. Against all expectations the professional choice of the students at the earlier period is not based on the permanent and profound interests and inclinations. As a generalization we may assume that the self-consciousness with the mentioned group of students is at lower level of development.

The duration of participation in different activities and forms is of great importance for the abilities and stability of interests and inclinations. Logically, there predominate the students who attended for a while the relevant extracurricular and out-of-school forms. There has been established a right and considerable correlation between the duration of the attending and the received distinctions.

The essential factor for the development of students' abilities is the family with all its elements. The subject of our research is the availability of prominent creators in the family. The results are as follows: a considerable predominance have the students whose families are without prominent creative personalities. There has been stated a right and important correlation between the creative activity of the parents and students in the fields of music, dancing and sport, and the moderate one - in the fields of natural sciences, fine arts, photography, stage art, etc.

The main task of the research was to study the characteristics of the students' activity in the training and educational process and the expression of their creativity. The investigated students had the possibility to choose more than one answer and due to that nearly all of them gave both more global and more concrete answers, characterizing the creativity in the process of study. Answering this question the most students point out that they display the conscientiousness and activity. Drawing this answer on the first place is natural, because that is the necessary condition for the normal process of study. Though disturbing is the fact that the number of students pointed this answer is smaller than the required level and than we have expected. Among the possible explanations is the fact that the students do not know the didactical

principles, so that all of them to make an accent over that answer. It is possible that some of them have preferred more concrete answers.

On the second place is a group of students who indicate the intelligence, self-control and self-assessment. This result corresponds to the age characteristics of the investigated students - low self-criticism and high self-assessment. On the next place is a group of students who answer that they participate in the educational process in another way /the strategy of learning of their own/, though they have not specified their answers that is why we could not analyse these answers. Considerable numbers of students objectify their activity in the process of study with close values of the choices, as they point out that they discover the training and worldly problems independently; find out more than one decision; display an enterprising and originality; formulate and ask the questions, etc. The variants of the answer to this question give us the reason to summarize, that with these students there are at hand the active comprehending of the educational content, having a command of the conception system, the aspiration for overcoming the obscurities. There are available some elements of creativity - the display of enterprising, variability and originality, the searching for problems, etc.

Extremely insufficient is the number of students answered that they display the ability for social realization and the well-grounded taking a risk in real situations on the strength of the moulded knowledge, skills, habits and personal experience. At the end of the secondary schooling it is expected the students to have considerably higher level of the shaped knowledge, skills, habits and personal experience, more developed abilities for the application of such qualities in concrete situations, more strong mindedness and determination.

The examined teachers give the following evaluations of the students' activity and the display of their creative abilities. The prevalent opinions are ranged as follows: skills for analysis, synthesis and integration of the knowledge; enterprising, originality, variability and productivity; activity and consciousness; self-control and self-assessment; development of the mental abilities; molding of the independent strategy for learning and the ability for social realization and the well-grounded taking a risk in real situations.

When we compare the answers of the teachers with these of the students we can observe some definite differences in the ranging of the displaying of the students' activity in the educational process. In such a comparison the leading should be the evaluation of the teachers as experts.

CONCLUSIONS

In conclusion we can generalize that the hypotheses formulated at the beginning of our research have been proved, namely:

1. The characteristics and the level of development of the creativity with the considerable part of students are insufficient for the successful commencing of their professional realization and for the considerable shortening of the stage of their adaptation to it.

2. The actual structure, dynamics and the displaying of the students' creativity depend on the individual specificity of the personality.

The school /in particular the educational process at the secondary schools of vocational training/ with all the components - educational content; personal and professional qualities of the team of teachers; conditions, organization and realization of the educational process, etc., is the main factor for the development and display of the students' creativity. It should promote the personal development of children along with some other factors, as mostly it is the family, continuing and increasing the height of the achieved level. In order to realize better results it is necessary to integrate the efforts of the both factors. The school as a complex factor could provide a great number of possibilities for the creative development of the students.

The study of the role of the teacher's personal and professional qualities, including the displaying of the creativity in the process of teaching and the interaction with the students, is an object of the next stage of our research.

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