

## Creativity

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**Abstract:** Innovative and creative children of Educational system is important. Generally, all people are different degrees of creativity, and educational environment to nurture creativity in students, they provide opportunities for many. Fostering creativity and competence of student growth will increase his confidence, and students will learn how to learn in a difficult situation and unfamiliar uses.

**Key word:** Creativity, creative thinking, precipitation brain, research skills, convergent thinking, divergent thinking, problem-solving methods, student-centered.

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### INTRODUCTION

Scientists have expressed creativity with a variety of interpretations. Defined so that each represent one of the important aspects of the creative process. Some definitions of creativity, characteristics of creative people, some other definitions of the creative process and creative product according to some definitions of creativity, innovation will be viewed below:

- Creativity, the quality of new concepts and meanings.
- The ability to create innovative ideas, theories, insights, and new objects in this reconstruction and other areas of science.
- In some other definitions, creative problem solving as equivalent with that in different forms of art, science and social appear.
- Creativity takes the form of a new solution to resolve the issue faced, would <sup>apply</sup>. (Z.Azizi, 2007).
- Creativity means to create something new and unique way that is appropriate to the problem, or question the need for scientific, industrial, and be social. M.R. Sam Khani, (2005).

Thus, despite the common perception of creativity and innovative thinking is different in person, It is always visible and concrete form of creativity does not occur, but cases are found. The creative person, with his creative imagination, reasoning and other shows, so creativity is not just a product of a mental process. A.R.Pirkhani, (2004). Creative people can create anything that previously had no experience of it is subjective, but the mind's ability to meet a row basis, which creates the ability to invent and innovate (the source).

#### *Factors influencing Creativity:*

##### *A - Information and Awareness:*

The main raw material for creativity and a sense of it. No doubt creative individuals without the necessary information and knowledge will not be able to supply their own innovations. Why the information should be provided for individuals to access their creativity to innovation are the main substance (extract, 1998).

##### *B - Motivation:*

Creativity is the driving force in human beings. Curiosity or love or love to know the information Hadid, is the inventor of yeast. This shows that there is creativity in all human institutions.

##### *C - Confidence and Independence of Character:*

One factor that may express new ideas and new initiatives allows, having self-confidence, self esteem and feelings of esteem in children and adolescents are the most essential things. Having the character of an independent, balanced and transcendent essence of creativity to flourish in their original form. (Extract, 1998).

Frobel. F. (1760 m) - German scientists and teachers - the child believes that creativity is a process that begins and ends with death and the progress it is possible that when we find the child's nature. For example, he has to keep in mind that the young child who is interested to build sand castles, so an adult may take action to build and design a factory and it is a successful <sup>engineer</sup>. R.Pourhossein, (1998).

Samuel Aizer. S. (1990) also believes that the creative skills as well as other human capabilities are a source of training and practice.

#### *Creative Teaching Methods:*

In recent decades, much research has been done to answer the question whether creativity can be taught? Research on creativity to have concluded that creativity can be taught and can be grown (extract, 1998).

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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 (Kurdish, 1999).

Educational psychologists believe that the creator of all abilities and divergent ways of thinking can be taught to people, especially children and adolescents. Z.Rahmati, (1999).

To accomplish this goal, the following points are essential:

Experiences of students are not limited to the specific situation. Gallagher (1964) This is the kind of questions the teacher asks the student. On how they think, is very effective.

A - For questions and innovative ideas to get value.

B- Training and learning opportunities for learners to do exploration.

C- With respect to the individual differences of learners.

D- For example, put your creative behavior.

Special methods and techniques to boost your creativity. The brain is the most rainfall. In this way the teacher wants the students and gives them to the solution comes to mind, say. Another method to increase creativity, research skills.

Research hypothesis and design skills to the test by children leads to the hypothesis that it is the creator and the creator of creativity in education is also an effective way. Z. Rahmati, (1999).

Thus, given the rapid changes that occur in human society today requires innovation and creativity is obvious and we need people of intelligence and creativity to constructive use changes.

The first step in enhancing creative thinking, changing expectations in the classroom. In other words, we should be able to learn, experience the varied and diverse in their educational programs we provide. We cannot expect to have to be creative, but the characteristics and behaviors of teachers take advantage of the creative child turns reactionary. The second step, to enhance creative thinking, to break the "stereotypical thinking" has in disciples, How can we in the environmental issues through non-creative activities and the results are convergent, divergent thinking, and we expect to be active? Or how can we expect to reach an unusual way to tell a story and an interesting introduction to object to new applications, while flexibility for accepting and nurturing environment of the class does not have this kind of thinking and adequate facilities and equipment as well as to strengthen it? A.A. Saif, (2004).

Paul Torrance <sup>four</sup> American psychologist believes that:

"Teacher characteristics can lead to increased innovation in students." The following features are included:

- To the value of creative thinking
- Children than normal stimulus to the surrounding sensitive
- The views and opinions and respect the children and encouraged them to put
- Avoid stereotypical patterns of emphasis
- Class is so diverse and creative environment that the organization will be
- To teach children that they value their creative thinking
- Necessity for creative thinking to create
- Activities and provide adequate rest periods for children in the program see
- Children to express unconditional beliefs and habits for children to express themselves in various ways to see the provision of
- Constructive criticism to encourage children
- To provide a variety of knowledge areas
- Teaching is lively and active
- Method of problem solving and encourage awareness of the issues
- Learning environment away from fear and shyness
- A step in learning to encourage
- Education will play a major axis. A.A. Saif, (2004).

#### ***Conditions Fostering Creativity In Schools:***

Necessary conditions for fostering creativity that fosters creativity, if not provided in the written remains. F. Mofidi, (1993).

According to experts, the following conditions for the growth and nurturing creativity are required:

A - Teacher knowledge and insight and expertise in the field of culture and creativity.

B- Suitable facilities

C- The use of new teaching practices on student-centered (the source).

**Barriers To Creativity, 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:

**A - Cultural Barriers:**

Operating pressures of culture and cultural barriers is one of the most important fact is 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.

**B - Environmental Barriers:**

Social environment is undoubtedly a significant impact on the incidence or prevent the formation of its creativity. If a person grow in an environment where its members do not believe his ability, probably no 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.

• **School and The Barriers To Creativity:**

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.

Oliver<sup>5</sup> (1985), in a study entitled<sup>6</sup> "inhibited creativity," said schools emphasize convergent thinking, and teachers in non-flexible material, and no sense of humor and with competition between students authoritarian order and without the pitfalls of teaching, they are prevented creativity.

\*\* **Home environment and the barriers to creativity:**

Oliver stated that the study highlights the extraordinary success of children and parents in providing opportunities and incentives for those who are impotent and despotic and violent in order to make the home environment and children's activities in the evaluation they are prevented creativity in children.

**C - Barriers:**

Osborn doctor said: "One reason we are growing ever more creative than we are, that we are victims of habit, the result of education and experience, can create barriers in our thinking We are led to the poor, these factors when dealing with issues hampered our creative works. A. Gholipour, (2002).

**Conclusion:**

Scientists have expressed creativity with a variety of interpretations. Defined so that each represent one of the important aspects of the creative process. The main raw material for creativity and a sense of it. No doubt creative individuals without the necessary information and knowledge will not be able to supply their own innovations. One factor that may express new ideas and new initiatives allows, having self-confidence, self esteem and feelings of esteem in children and adolescents are the most essential things. The first step in enhancing creative thinking, changing expectations in the classroom. 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. Social environment is undoubtedly a significant impact on the incidence or prevent the formation of its creativity. If a person grow in an environment where its members do not believe his ability, probably no attempt to create new and innovative work on behalf of his will.

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