

TITLE : ROLE OF A TEACHER IN DEVELOPING CREATIVITY

SUB –THEME : CREATIVE LEARNING

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Abstract :

Personality is a composite of mental abilities, interests, attitudes, temperaments and other variables characterising thoughts, feeling and behaviour. Personality is a special combination of cognitive and affective characteristics desirable in consistent pattern of individual behaviour. Teacher is supposed to be the guiding agent for learner's personality, a catalyst that accelerates development and growth. A teacher can encourage or discourage, promote or prevent, and enhance development of many children. Teachers' behaviour has profound influence on his pupils. A creative person should internalise the values. The personality factors are crucial in the development of creativity. Personality is the sum of person's value.

Key Word : Creative Learning.

Introduction :

Creativity is the key to education and the solution of mankind's problems. Creativity acts as determinate for a nation's progress. Creativity is one of the most highly valued human qualities. Creative acts affect not only scientific progress but society in general.

Creativity : Different educationist defines creativity as -

According to Drev Dalhi J.E. "Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer".

According to Jung, "Creative people are either perceivers or judges. Mathematicians and scientist are most commonly judges while writers are perceivers. A perception is again

either sense perception or intuitive perception. Most of the people are perceptive while very creative people are intuitive”.

According to Stagner R. and Karwoski T.F., “Creativity implies the production of a totally or partially novel identity” .

According to Zbigniew Pietrasinski., “Creativity is an activity resulting in new products of a definite social value ”.

Concept of Creativity :

Creativity as a Talent,

Carl Roger (1975) defined creative process as an action of the rationale and novel product.

Rhodes (1961) defined creativity as a process and as a talent found in some individuals.

Creativity as a Process,

Maslow (1966) stated that creativity is a process which is preconscious rather than conscious process included.

Taylor Chamber (1973) described creative thinking as a process which has been considered as bipolar in which the interaction between the person and the environment will be studied.

Creativity as a Novel Idea,

Thurston (1952), Stain (1953) and Raina (1989) described creativity as novel idea. Creativity involved responses to that of novelty, statistically frequent to some extent of adoption.

Creativity as a New Thinking,

Getzel (1972) described as creativity consisted of two important components-convergent thinking and divergent thinking.

Terrance (1969) described creative thinking as the capacity of sensing the gaps in missing elements identifying the difficulty, searching for solutions, formulating hypotheses, testing and retesting them.

Federick Bartict (1969) described creativity as an adventurous thinking.

Creativity as Problem Solving Capacity,

Izilpatricle (1906) defined creativity as a problem solving method.

Guilford (1952), creativity is essentially problem solving method .it is this aspect that is gaining utmost attention.

CREATIVITY IN RELATION TO EDUCATIONAL GOALS :

According to (Terrance 1962) creativity is very important for mental health, educational achievement, vocational success and many other important areas in life. Creative behaviour among both children and adults, it became increasingly clear that perhaps nothing could contribute more to the general welfare of Our nation and the satisfaction and mental health of its people than a general rising of the level of creative behaviour.

RESPONSIBILITY OF TEACHERS AND EDUCATORS :

The teachers and educator must have a better understanding of the creative process and the influence of the personality pattern on the creativity of the individual.

They should find out how educational institutions can liberate the creative potential of the individual and initiate him into creative way of life.

They should strive towards providing an educational environment that would free the individual from the shackles of prejudice fear of the unknown and from ignorance.

ROLE OF TEACHERS IN DEVELOPING CREATIVITY AND CREATING LEARNING ENVIRONMENT AND EXPERIENCES IN THE CLASSROOM :

- Inspire the students to learn to disagree constructively.
- Inspire the students to emulate creative persons.
- Provide for exciting experiences to the students.
- Provide a safe, permissive and warm environment.
- Develop student's ideas through constructive criticism and through referral to competent authorities.
- Provide necessary guidance and counseling for developing motivation and overcoming emotional fears.
- Allow the students ask unusual questions.
- Show consideration to imaginative and unusual ideas of the students.
- Show pupils that their ideas have values.
- Evoke originality in thinking.

- Provide opportunities to students for self initiated learning's.
- Provide material which develop imaginations of the students.
- Ask challenging and provoked questions.
- Prize rather than individually punish individually.
- Love them and let them know it.
- Provide activities like drama, dance and music.
- Encourage debates, discussions, quiz etc.
- Show wit and humor in the class.
- Encourage them to do intensive and extensive readings.
- Arrange lectures of creative personalities.
- Encourage students for self evaluation.
- Follow gaming technique.
- Follow brain straining strategies.
- Encouraging self trust : Teacher should encourage pupil's confidence and respect for their own ideas. He should reward their creative thinking through treating questions with respect, showing respect for imaginative ideas and encouraging and valuing self initiated learning.
- Encouraging to study master pieces: Professor should encourage the pupils to study master pieces and work for original productions and to produce new and better form of expressing experiences.

Thinking over consequences: Children should be encouraged to think over the consequences of an action. The mental exercise will be helpful in the development of creative thinking.

* **How is a role of creative teacher ?**

- * A creative teacher will have adequate mastery over his subject and strong desire to acquire more & more of it.
- * A creative teacher very well understands the laws of learning & keeping in view these laws.
- * He makes appropriate and desirable changes in his method of teaching.
- * He also tries to understand each and every student and plan his teaching in accordance with the interests and abilities of students whom he has to teach.

- * He studies the maladjustments present in the student's personalities and strives hard to release their creative potential by making a multi-prolonged attack on the problem
- * A creative teacher possesses abilities included in creativity syndrome in abundance and makes use of them in various teaching learning situations
- * Creative teacher always yearns that his student should become broadminded instead of becoming rigid and obstinate that is they should always be receptive to the ideas and opinions of others.
- * He also tries to develop among students the habits like keeping the decisions suspended until full information is assembled, analysing the causes of a problem by plunging deep into it.

SPECIALITIES IN CREATIVE TEACHING :

1. Special emphasis is laid on independent thinking.
2. Creative teaching is always constructive.
3. Creative teaching usually results in increased creative growth, involvements and participations in creative activities.
4. Deploying feeling of self-confidence.
5. Encouraging creative thinking.
6. To enable the students to approach their activities creatively.

CONCLUSION :

The social value, aesthetic value and economic value are positively and significantly related with creativity. Creative persons may have unique strands of mental abilities, interests, attitudes, temperaments and other variables characterising thoughts, feelings and behaviour. Creative and non-creative pupil-teachers are not differing significantly with respect to value patterns.

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