Stimulating Primary School Children's Creativity

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Abstract: Stimulating primary school children's creativity is appointed as one of the essential keys to the educational system's progress. The main purpose of the paper arrives from the necessity for different fields of the current society to stimulate primary school children's creativity, who are bound to lead to original and creative solutions. This subject highlights the importance of stimulating primary school children's creativity in the context of current education. The approach in the debate deals with the link between creative thinking and creative problem solving alongside the importance of stimulating primary school children's creativity. A great experience for primary school education development includes creative thinking and creative problem solving. Creativity involves the process of divergent thinking that includes the beginning of wonderful ideas, creating new connections, expanding the limits of knowledge and split of ideas, which are old. When the children's divergent thinking is boosted, it enormously helps to maintain children's motivation for extended learning. In the same way, encouraging primary school children to keep on generating original and new ideas fosters their creative-thinking abilities. Personal characteristics of a child can influence a certain grade in stimulating the creativity. Children develop quite complex skills when they begin to be familiar with problem solving skills and develop creative thinking. Therefore, their creative characteristics should be developed and in the same way, provide creative learning opportunities and inspiring, original lessons. A variety of studies that contained creativity included stimulating primary school children's creativity. This aspect represents global educational progress to society and the current study provides a better view of creativity.

Keywords: *Creativity; primary school children; creative thinking; creative problem solving; education.*

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1. Introduction

The question of stimulating primary school children's creativity and its relation to education represents the reality of nowadays. This kind of reality develops from one hand, alongside creative thinking, and on the other hand creative, close to problem solving. In the same way, creativity includes the process of divergent thinking that embraces the original ideas, creating new connections, and expanding the borders of knowledge.

Encircling the importance of stimulating primary school children's creativity educational system, they will learn how to develop their creativity (Gruber & Bödeker, 2005), creative thinking (Cropley, 1997), and creative problem solving (Puccio, Mance, Switalski & Reali, 2012) to determine more extended and effective learning. The purpose of this article is to raise awareness of stimulating primary school children's creativity and its consequence towards educational progression. Therefore, the development of primary school children stands for creative thinking and creative problem solving. Moreover, creativity involves the process of divergent thinking that includes different issues, solutions of creative problem solving. Although, creative thinking and creative problem solving flourishes in a supportive classroom, with a non-threatening environment. An educational environment that is characterized by risk-taking and collaboration enables children from primary school system to lead to a creative energy. Through this creative energy, they can develop at the same way a creative mindset and improve tools that thrive teamwork abilities. Therefore, these kinds of abilities will conduct to new solutions, issues to multiplex challenges.

As a matter of fact, globally, the importance of creativity for primary school children is becoming a primary interest of the educational system and generally stems from the need for distinct fields of the actual society to train future people in the work position, who will generate original issues, solutions. These issues, solutions will represent a vital part of the global society future and the importance of creativity for social development is progressively emphasized (Wolska-Długosz, 2015).

2. Theoretical Background

Throughout history, *creativity* (Gruber & Bödeker, 2005), *creative thinking* (Cropley, 1997) and *creative problem solving* (Puccio, Mance, Switalski & Reali, 2012) have shaped society, culture and technology. Appreciated by nowadays humankind for their addition to education and employment (Cropley, 2016) they indeed take part in a fundamental part in our coming times' society.

Furthermore, creativity, creative thinking, and creative problem solving are essential to face the current problems, which we are facing gradually more. A state of sharing features between these concepts is the scope of identifying novel, original and useful answers to more or fewer questions (Weisberg, 2006). That is why, in the context of the scientific literature, the value of this article plays a decisive part in the comprehension of the creativity concepts and the importance of stimulating primary school children's creativity.

The majority of definitions of creativity differ to some extent because their supporters are trying to point out creativity as a universal human characteristic or to highlight what makes highly creative people so unique and different from others (Sharp, 2004, p. 5-6).

The specialized literature includes distinguished works on the psychological aspects of creativity. At the level of interdisciplinary conception, there is a lack of complex and systematic studies of creativity. Topa (1980, p. 5-6) considers the concept of creativity a great social resource and true wealth in the irrevocable, but such a perfectible possession of people's development. Moreover, it is also a truth that society claims, both in terms of domestic life and in terms of international life.

Many perspectives of creativity are influenced by theoretical concepts. In general, we can define creativity as an attitude, ability, and process. Creativity represents the ability to imagine or invent something original. Besides, it is an ability that creates ideas, finds solutions, searches thoughts, and creates pieces of work by using changes, distinct combinations, and replications of current ideas. The attitude of the child is distinguished by:

- agreement;
- acceptance of change;
- something new;
- willingness to cope with ideas and thoughts;
- flexibility.

On the one hand, the creative process is set apart by the perpetual process of thoughts, and on the other hand, by hard work, while thinking about different kinds of improvisation, a lot of solutions, and clarity (Keklak, 2015:202).

From another perspective, Jurčová (2009) defines creativity as a wide-ranging phenomenon, which is determined by various factors and diversity of demonstrations in all fields of human being activities. Creativity is linked with the product of newness. It emerges as a sequel to the creative process. Personal features are considered to be prerequisites (potential) for

the creative activities of human beings. The creative product is an issue of the author's collaboration with social, cultural, and historical conditions.

Another definition is given by Cropley (1997:VII), which affirms that *creativity* is not a completely cognitive phenomenon. To a significant extent, it has motivational, cognitive, and in the same way, emotional foundation.

The theoretical background that array from the fundamentals of knowledge in any scientifically research is reliant on the historical development of the sphere. The association between creativity, creative thinking and creative problem solving are compulsory in analysing the fundamentals of stimulating primary school children's creativity. On the one hand, researches upon *creativity* were brought up in the majority of historical surveys only after World War II. On the other hand, specialists in psychology understood the social challenge for instruments that estimate creative potential. Likewise, academic works seemed to be scarce in recognizing the skill to innovate or to find answers in novel situations. The couple of studies that existed were especially comprehensive explorations of problem-solving or different historiometric studies, which none counted the public requirement for selection tools. (Gruber & Bödeker, 2005:3).

3. Argument of the paper

This paper proposes to underline the importance of stimulating primary school children's creativity in education. This aspect has to turn into an objective in order to conduct to a success education. In the following, it will be detailed the link between creative thinking and creative problem solving as the intermediate cognitive abilities standing for the creative process. Moreover, it will be highlighted the importance of stimulating primary school children's creativity.

The current paper is a theoretical one based on theoretical analysis upon creativity. This analysis provides a critical overview of stimulating primary school children's creativity and its connection with education.

4. Arguments to support the thesis

The educational system should encourage primary school children to keep on generating original and new ideas that foster their creative-thinking abilities. An expressive peculiarity of stimulating creativity is based on scientific research, which is reflected in creative thinking and creative problem solving.

Moreover, the creativity specialized literature in the field points out the link between creative thinking and creative problem solving. It has been

demonstrated that the using of creative thinking (Cropley, 1997) in problem solving (has been actualized during the last decades due to the radical changes experienced in nowadays society. The Torrance Test of Creative Thinking was used to quantify the creative problem solving (CPS). Torrance P. as a great researcher in creativity studies is glorified for developing the Torrance Tests of Creative Thinking (TTCT) used to measure individuals' capacity for creativity (Torrance, 2003:B13; Danesh, 2017). Most psychologists who have developed theories about creative thinking and creative children have a diverse point of view on these concepts. In spite of the fact that many psychologists assume that creative thinking is conditioned by specific thought processes, they believe that these processes can be perfected to some range by each individual (Weisberg, 2006).

From researchers point of view, *creative thinking* is an important life skill. Moreover, it is a rational process that allows people to produce novel and useful answers to open-ended challenges, and chances. Creative thinking implies particular cognitive, metacognitive, and affective skills. Once internalized, these abilities can be applied to all areas of everyday life (Puccio et al., 2012:48).

According to Jeffrey Baumgartner (2010), *creative problem solving* does not stand only for brainstorming, notwithstanding that's why so many researchers may connect with it. In the specialized literature, it is a explicit process that can guide you to implement different solutions too problem definition.

Both creative thinking and problem solving are higher-order cognitive abilities, and both are a key factor in the creative process. While we usually hear an exclamation for our primary schools to center on critical thinking, we think this view is far too limited. Where the solutions are not known, which is, in the context of creative thinking throughout analyzing options (critical thinking) happens in the context of heuristic problem-solving (Puccio, G. J., Mance, M., Switalski, L. B. & Reali, P., 2012:24).

5. Arguments to argue the thesis

Creativity becomes educable in the approach of modern management in which the teacher is concerned with creating a proper climate, aiming to use active methods, in order to achieve interdisciplinary correlations, to promote the free manifestation of children in learning, but first of all, to know and stimulate children's creativity using creative thinking and creative problem solving. Through the creative process, the child expands his universe and the capacity for knowledge.

The actual theoretical research needs to highlight the importance of stimulating children's creativity in education and in the same way, to promote the concept of creativity in order to increase its value because it stands for the creative process. Stein (1974:7) emphasized that the *creative process* is used as a connection, which fosters creativity. Moreover, some hypothesis that highlights the actual assumptions that underlie the present mechanisms for stimulating creativity have to deal with the following:

- the psychological features related to creativity;
- the potential for becoming different within an individual;
- the possibility of expanding well-founded techniques for stimulating creativity;
- the worth of doing so.

The attitude of the teacher creates an abundant and creative environment for primary school children, to initiative children's creative thinking and inspire to solve problems in a creative manner. For the stimulating and development of the creative spirit in children, it is also necessary to develop self-confidence. This can be stimulated by the teacher's attentive attitude towards the children's wishes, suggestions, or proposals.

In the primary cycle, the importance of stimulating creativity, as a school subject, acquires dimensions, determined by the fact that this concept aims at cultivating the creative individualities. Learning techniques or tools of stimulating creativity is needed, but it will represent a success key factor in the whole evolution of the educational system. The primary cycle offers numerous possibilities to stimulate creativity during classes and to develop and cultivate creativity at the same time. For sure, creativity is becoming a priority and a permanent concern of the current school progression.

The stimulating of primary school children's creativity requires constant, systematic, and organized actions to stimulate and at the same time, activate creative thinking. Identifying the features and level of development of the primary school child is an important step in activating their searching for different creative problem solving.

It should be mentioned that the importance of stimulating children's creativity in primary school is a very important factor in developing their future personality because stands for a key progression in our current educational system and society.

6. Dismantling the arguments against

The analysis of theoretical concepts in different creative manners has demonstrated the opportunity and usefulness in the education. At the

same time, we cannot fully state that this kind of approach is perceived as a progression in education because it is a new concept in our society and it is needed a more comprehensive study upon it. Apart from the skill opportunities by stimulating their creative part, the analysis lacks in applied methods. For this reason, we consider appropriate to stimulate and develop their creativity using creative thinking and creative problem solving.

In this context, stimulating primary school children's creativity alongside developing their creative characteristics should provide a creative learning environment and original ideas. Even though creativity represents a social requirement that establishes the outliving of humans, even children that are related with future employed people are changing because the society it is in a continuous rearrangement. The whole society is led by a different attention to creativity. Teachers have become liable for stimulating children's creativity, influencing their personality traits and attitudes that facilitate creativity, at the same time as for teaching children the skills of creative thinking and creative problem solving.

Therefore, teachers help to boost children's motivation in order to develop their creative abilities for extended learning. Beetlestone (1998) stated that children have a natural capability that supports them in conducting curiosity, which makes them for sure to think outside of the box. On the one hand, this capability produces to their inner self a precious feeling about themselves, and on the other hand, helps them cultivate their personality and developing original skills. Therefore, by exposing and adjusting their new ideas, children from primary school develop their identity as a creative person and in the same way, experience the joy of being different.

7. Conclusions

In conclusion, creativity perform an important role in the early years of life, more exactly, in the primary school system. It is very essential important for children from primary school to involve in making their own creativity and progress at the same time.

Creativity embellishes a positive attitude among children from primary school towards their learnings. The teacher's knowledge and beliefs about creativity also help to promote the concept of creativity among children. Children cultivate a sense of creative thinking as they explore their original ideas. They developed their independence as they make autonomous choices and decisions.

Creative thinking and creative problem solving contribute to children's self-identity as they get opportunities to express what they are thinking and feeling. Constant, positive feedback from the primary school teachers build their self-esteem as they learn to accept praise and criticism from the parents and teachers parents. Creativity activities enhance children's social skills by sharing new ideas, original thoughts, and novel opportunities.

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