

Иновации, предизвикателства и тенденции в постмодерното образование
Innovations, Challenges and Tendencies in the Post Modern Education

CREATIVITY IN THE MODERN EDUCATION

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Abstract. At a time of explosion of information, the school can successfully realize its tasks if it enables the students for independent work. The modern education should rely on the abilities of the students, to assess their activity as a basis in the teaching work and always encourage, direct and develop it. The school, as an educational institution, has a great interest in the development of the creativity of the students and the education in general.

The students are creative, they may create by themselves if they are enabled to, and the teacher is the one who should provide appropriate encouragement. The basic activity of the teachers should be discovering the creative potentials of the students. A creative teacher encourages and respects the creative feelings of the student, carefully monitors them and studies the creative potentials of the students.

The creative education enables the student to acquire new knowledge. The creative students do not expect an explanation to a given problem. They find a solution which is new to them with their resourcefulness and abilities. During the teaching process, the students should be enabled to think in a new way, to develop a logical and creative mind, and they should be enabled to independently acquire knowledge and use different sources of knowledge.

The modern education includes models which are directed towards new strategies and are based on creative work with the students.

The problem solving is the highest form of learning and this is why the students should be enabled to use this way of acquiring new knowledge. In this way, learning turns into thinking and creating.

Keywords: modern education, creativity, teacher, student

The rapid development of science and technology influences every area of the social life. This leads to changes in the organization of the work, enabling the young generations to overcome certain things, and consequently to influence the school and its organization. The education, nowadays, has a new task, which is to prepare the people for constant changes, to enable them to understand the problems and anticipate the results in certain situations.

The division of the natural and school learning is mainly present in didactics. School learning enables organized, planned, continuous and professional work under the guidance of the teacher. The school learning is limited to a relatively

short time and this is why the student should be enabled for independent learning, self-educating, i.e. permanent educating.

The school as an institution for systematic education strives to achieve results in its work. There are a great number of researches, which are directed towards the analysis of the students, their social development, training methods, all in order to achieve as better results in the teaching process as possible.

This confirms that in the modern education should be introduced and enabled to use a new way of thinking, develop a logical and creative mind, the students need to be trained to independently acquire knowledge and use different sources of knowledge, as well as to be trained to express in different ways and methods of acting in the educational process. The teachers and the students should change and coordinate their roles and functions as participants in the educational processes for an innovative, quality school and for creative teachers and students.

The insisting of a creative work in the education is no longer a question, now it is important how to influence this development. The development of the creative work, the creative potentials of the students, is one of the most important and popular issues in the modern education. This is also one of the key tasks of the teaching. It is also the highest level of knowledge in the education which encourages the students.

Creativity is planned, organized, guided, coordinated, encouraged, realized, and evaluated. In the schools, the teachers will create situations, which will encourage the students to do creative work. The organization of the teaching is set in such a way for all students to be able to discover themselves, which means they would be able to show their creative abilities and work according to their personal dispositions. The rationalization is inconceivable without creative work. Only the creative work enables acquiring knowledge in the fastest and most reliable manner, which is an important characteristic of the rationalization.

All scientists emphasize that the education should change in the direction in which the teacher organizes a lesson, which will activate the students to solve problems and show creativity. In modern education, the teacher should act creatively. The teachers find their modern educational role in the creative work. Creativity is an integral part of the personality. The teachers are the impetus of the creativity of their students. It is especially important to train the teachers for creative work with their students. The basic activity of the teacher should be discovering the creative potentials of the students. The creative teachers encourage and respect the creative feelings of the students, always give them the opportunity to express themselves creatively, carefully monitor and analyse the creative potentials of the students, create opportunities for creative work and develop the students' self-confidence for independent research work.

The modern teachers no longer have the need to exhaust themselves striving for their students to learn as much data as possible. They should primarily develop their work habits, a sense of organization and planning, to know the efficient learning methods and techniques.

Gilford points out that „the preoccupation of all the modern theories of learning is to teach the students to think creatively“.¹⁾ Kvascev points out: „We understand the creative attitude as a direction for the person to look for new, unexpected, unusual and fun solutions to the problem, to step away from the habits, stereotypes and patters, to not be inclined to the already given and to creatively observe the environment. In fact, the general attitude of the originality directed towards the person, is to approach different situations unconventionally and in a nonconformist way, and to approach the problem solving in an unusual and unexpected way.“²⁾

Since creativity is increasingly understood as a process rather than as a final product, the institutional education needs to redefine the educational programs (contents and strategies), which will primarily develop the students' independence, self-confidence, independent thinking, curiosity and openness to new experiences, as well as pleasure in doing research work.

The curricula should ensure learning, anticipating new ideas and solutions, discovering distant connections, fun answers to problem situations, development of original ideas, making and verification of different creative hypotheses.

The modern education is student oriented. It requires more engaging both on the part of the students and the teachers. The students should become active researchers, and the role of the teacher is to guide them rather than to present them with final information.

The process of learning is no longer seen as a process of acquiring knowledge, skills and habits, but much more than this. It is important to enrich the individual not only with knowledge, but also with affection, energy and positive attitudes. The students must be enabled to look for sense in the acquired information and develop a constant need for gaining knowledge. It is necessary for us to educate them to solve problems in different social contexts and prepare them for solving complex and new problem situations.

Nowadays, problem solving is generally accepted as the highest form of learning. It is a very complex mental process in which all the mental processes participate in different combinations. The students acquire their knowledge in a creative way with a constant critical assessment of the given variables. In this type of work, motivation is the base for problem solving. Students feel an internal need, drive, and desire to solve certain problems. In this type of education, the activity is on the part of the students who become aware of the difficulty and this is motivational in the process of problem solving. In this situation, there is encouragement of the creative thinking of the students, they develop initiative, there is a sort of intellectual restlessness and the students become emotionally tense, which is very important for the further flow of the creative activities of the students directed towards the goal and the solution of the problem.

The creativity in the modern education also depends on the motivation of the students. Motivation is also important for different creative activities. It is well

known that there are internal, external and competitive motives. The motives for searching, accomplishment, curiosity, self – actualization, self – acknowledgement, constant researching and discovering of the new and unknown, are especially important for the development of the creative abilities. Each of these motives is important and each has its contribution in the creative work of the students.

There are a number of factors which influence the creativity in the modern education. They may arise from the subject or they may be a reflection of the external influence. The characteristics of the personality are important for efficient learning. The teachers frequently use external motivating factors, such as: praise, encouragement, competitions, etc.

Including the students in the learning is a process of engaging the student as a partner. This position enables the student to also be a subject in the teaching process.

The importance of the modern education in conditions of rapid development of the social changes, stresses the need to change the position of the school in the society. As a result of these needs, a number of innovations appeared in the organization, realization and verification of education in general. All the innovations are directed towards the goal to overcome the downsides and the limitations of the old educational system, the forms and methods of work to be modernized, the content and the way of work to be adapted to the needs of the student.

The modern education includes models which are directed towards new strategies which are based on the creative / creation work of the student, based on the relation creativity-motivation-creation. This education starts from learning and develops the students' sensitivity to problems, ability for insight in the situation, transparent use of knowledge, developing self-perception and critical thinking, goal orientation, etc. These formulations enable the realization of the a role of the student and the professional-didactic function of the teacher. We understand the models as open paradigms of the associative-creative orientation which offer the students openness of the material, individual focusing and independent acquisition of knowledge of the factors of the divergent production.

In the teaching work, a certain approach or a way of work is a model which will enable the students to change themselves form a rational-willing and emotional aspect, i.e. a change in the cognitive-affective and motor content of their consciousness, which will develop a new form of reacting and behaviour in them.

As the psychologists and the other scientists in their disciplines elaborate the creative models, based on the theoretical analyses, empirical non-experimental and experimental researches in the didactics (as a general theory of the education), one may also refer to the models and the modelling. A number of creative didactic models are structured, and they are divided into two large groups:

- a) models directed towards the teacher – traditional
- b) models directed towards the student – modern models.

The models directed towards the student are modern teaching models. Their aim is to include the student in each phase of the teaching process (from planning, through organization, exercising, evaluation and practical application). The goal of the models is to turn the students into active subjects in the teaching process who will come to the required knowledge, habits and abilities, with their independent creative efforts, during which, the goal is not only a development of their knowledge, but also functions and affections, desires and motor abilities. These models reduce teaching to an optimal level, depending on the chronological age of the subjects and their capability to use methods and techniques for intellectual work, while the acquisition of knowledge is to be accomplished by the independent intellectual activity of the student.

All the models are open, which means that they are dynamic with the possibility of creative use, and this means permanent alteration, addition and enrichment. Each creative teacher will use these models in such a way that they will insert a part of themselves, the student and the environment in them. The enrichment of the model will enable an identification of each creative teacher. The student will be affirmed as an independent, researching and creative person, which is the basic goal of the modern education.

Summary

The greatest weakness of the traditional education lies in the insufficient activity of the student. The modern education appeared as a reaction to this lack of activity. The student and the teacher have completely new functions in the modern education. The teachers are no longer the only ones who “know” and teach the material, their role, now, is to organize, support, supervise, evaluate and encourage different processes of learning in the students. The teachers find their modern educational role in the creative work.

The modern teachers no longer have the need to exhaust themselves striving for their students to learn as much data as possible. They should primarily develop their work habits, a sense of organization and planning, to know methods and techniques for efficient learning.

In modern education, the student is in the centre of attention. The student has a new role, which is, to be affirmed as a subject in the educational process.

The students are enabled to come to new knowledge by themselves in the process of creative work. The students create with the use of their senses, they organize a thinking activity which leads to new discoveries or original solutions to the task in the specific problem situation.

Each futuristic concept of transformation and revolutionary pedagogical-didactic makeover of the traditional education will have a better outlook for a permanent success if it is based on the creative indicators. This education will start from learning and enabling new roles of the student and the teacher. In the existing conditions, this could be achieved with the model approach in the education and the learning.

Microelectronics and the information technology will bring changes in the strategies and the technology in the educational work. These changes will be in the direction of creative learning about creating. The new teaching strategies, offered by the modern education should enable each student to be “a goal” of the modern education.

NOTES

1. Gilford, J. (1957) Creative Abilities in the Arts; *Psychological Review*.
2. Kvascev, R., Психологија стваралаштва, Завод за уџбенике и наставни средства, Београд, 1981, p.26-27.

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