

On Defining the Role of A Teacher in Directing Creative Potentialities



Education

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ABSTRACT

The concept of education is revolutionary change in 21st century. The teachers initiate to find out these special abilities, which were no doubt creative. Defining creative potentialities is almost like picking gems among the pebbles or separating diamond from coal. Every sensible teacher should know how to stoop and how to conquer such gems. In fact, a teacher should never be a man with arms. His promise will be "let us look for tomorrow's citizen."

CONCEPT OF CREATIVITY:

Creativity is a human ability, comprising a process and usually a product. Creativity may denote 'creative product' or the 'creative process' or 'creative thinking ability' convergent thinking leads to intelligence, whereas divergent thinking leads to creativity. Therefore, creativity consists of a number of closely related factors of intellect in the divergent thinking which is originality, flexibility, fluency and elaboration.

To define creativity, the researcher may say, creativity is a very precious and unique quality in man to develop something new and original, to explore new ways of extending knowledge and to solve newer problems of changing years in a unique manner, in marvelous ways rejecting old solution and strikes out in some new directions by producing man's inner quality, inventiveness and originality involving a sustaining of the original insight which indicates divergent and complete spontaneous thinking.

The most important marks of creativity are originality, altruism, leadership, and sense of vision and some joyful gesture of happiness. These qualities of Creativity are nurtured in a favorable climate of moral and spiritual values such as the pursuit of truth, the determined and dedicated striving for the good, the strength of faith, the possession of fearlessness and courage, the capacity to discover and mobilize one's potential, the practice of kindness and comparison, the pursuit of freedom of liberation, selfless service and the power to achieve synthesis of knowledge.

IMPORTANCE OF CREATIVITY:

In India, also research in this subject has been receiving serious attention after 1960. The last century has seen a sharp increase in the volume of research on creativity and creative thinking with major emphasis on constructing the test of creativity and correlation studies of creativity with self-concept, personality, socio-economic status etc. Some great general issues of creativity as nurturing, promoting creative thinking, fostering creativity, especially in class room setting and family environment are some crucial subjects which have already been thought in developed countries and are to be stressed in India. Again, it has been observed that most of the students are theoretical while fundamental and most critical issues of creativity have been the problems of theoretical and procedural strategy. Researchers in different countries could seek insight through logical and philosophical analysis and in the process formulate creative and powerful theories in practice.

We all know that the concept of education has undergone many changes in its meaning and content through the passage of time. At one time, the teacher dominated over the stage but from the time of Rousseau, the children are annexing this stage. Thus, emphasis is shifted from teacher to student up to the first half of 20th century. As the arrival of the first generation learner is increasing in number, it becomes necessary for the teacher to identify their abilities and arrange for proper development of these abilities. As no two figures are equal, so no two students are identical in other traits or in inner qualities. Hence, it becomes imperative upon the teachers to find out the special quality inherent in a child and develop that towards a fruitful purpose.

RESEARCHES ON CREATIVITY:

By and large, Creativity has been studied in relation to correlates of variables i.e. Socio-Economic Status (Tripathi-1983), Intelligence (Brar-1986), Scholastic Achievement (Sharma-1984), Attitude, Personality (Sharma A.K.-1979), Age, Adolescence, Birth order (Srivastava-1978), Sex (Singh-1978), locality, Occupational aspiration (Shukla-1997), academic achievement, self-concept, ego-development, child-care system, Psycho-socio factors (Desai-1987), Interest (Sharma H.L.-1986), and Adjustment (Sharma K.P.-1984). Certain studies are there on behaviour of creative children. Cross cultural studies (Jyotsna-1980), both from India and abroad, have also been reported.

There are studies reported on organismic variables like Intelligence (Gakhar-1998), Achievement and Personality factors (Singh-1978) and non-organismic variables like demographic and socio-cultural factors (Kaur-1993) separately and together that affect Creativity. At times there are instances of inclusion of multiple variables in the studies which crossover both organismic and non-organismic correlates of Creativity.

Studies from abroad (Zhou-1999) show that there is increase of interest in the area and attempts are there for studying Creativity from technical and technology points of view. Quite a number of studies (Janet-1972, Li and Shi-2004) reported about impact of differential environments in terms of home, school, locality, society and culture on creativity. Studies are also there that attempted to find out the relationship of creativity with the aforesaid variables. The studies with regard to environmental awareness were mostly in relation to intelligence, SES, locality, sex, cognitive achievement and attitude, not very much in relation to creativity or creative ability.

TEACHER'S ROLE:

The present study certain roles of the teachers have been suggested as under that would help promote creativity:

- Teachers may organize and bare the curriculum primarily on the teaching of concepts rather than of facts. This would allow originality and a large number of approaches.
- They may allow more individual assignments under competent supervision.
- Bring students into contact with the maximum talent and knowledge available in the teaching staff.
- Follow the general philosophy that truth is something to be sought for rather than something that will be revealed. Teacher's role would not be of an authority but rather of a fellow seeker of truth.
- Provide more competence in content and pedagogy in teacher training.
- Some of the ideas of creative children are often what Torrance (1969) calls, 'silly' or 'wide'. The teachers and parents must recognize this truth and should not get annoyed on such behaviour. Instead, they should help children relate such ideas to socially and logically desired ways of thinking.
- Some creative children do not have a well rounded development. A general encouragement and appreciation by the teacher for the special ability of such children is bound to have a good impact on their performance.
- Teachers should not brand the members of a particular sex and socio-economic status as more creative than those of

the other. Both boys and girls can be equally creative if a suitable environment / climate are provided to them.

- Teachers should recognize the fact that creativity and environment are correlated. They may utilize the knowledge 'creative students being more aware of the environment' for creative solution of various kinds of environmental problems.
- The teachers in the classroom, the parents at home, and the friends at play have the opportunity to channel a child's creative potential into constructive directions without blocking it entirely. This positive release is nurtured in part by the feeling of freedom within the self and understanding that a responsive environment exists in the conscious world. An unresponsive environment may possibly lead to a number of problems.
- The aims of education, curriculum, and methods of teaching, promotions and rewards should be remodeled according to the needs of children. The educational policy should be reframed with the provision of differential promotions, provision of special classes and schools, enriched and diversified curriculum, sub-grouping within the class for individuals' instructions. All such things have got implications for the role and function of a teacher.
- For teaching, the heuristic approach, problem solving and project method and scientific enquiry should be adopted by the teacher keeping in view the individual differences

in specific creative talent. Opportunities should be created and made available by the teacher for every child to learn creativity, to grow creativity and to live creativity.

- Establishing a rigid curriculum together with a limited time in which this curriculum is to be presented when there is a large amount of required material to cover, the teacher has no time and therefore is almost always less tolerant of unusual ideas / statements. The tyranny of time and its limitation on teacher behavior need to be sufficiently recognized. A flexible curriculum undoubtedly poses a challenge for the teacher but it equally enhances the role, function and significance of a teacher with a greater scope for meaningful teaching and learning.
- Teachings in content area/s in which the teachers are not well versed: Teachers recognize that ignorance or lack of knowledge on their part is a powerful inhibitor of students' freedom and creativity. Hence, teachers need to equip themselves with required knowledge before going to teach.

CONCLUSION:

Defining creative potentialities is almost like picking gems among the pebbles or separating diamond from coal. Every sensible teacher should know how to stoop and how to conquer such gems. In fact, a teacher should never be a man with arms. His promise will be "let us look for tomorrow's citizen."

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