

Retransfiguring the Creativity Prejudice of Researcher : A Quixotic Study



Education

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ABSTRACT

Since the day of Prometheus, who stole fire from heaven and taught mankind the use of it, every civilization is gifted with the potential gift of creativity. The fire of creativity that was ignited by Prometheus has a mythical adventure. Though the terminology 'creativity' has been a new one, but the usage has long mythical past. Even in our days this ever thirsty mankind is still making possible experimentation to father the most capricious gift of creativity. Before marching into the fields of research, a researcher enters with many blind prejudices about creativity. This paper will make a thorough survey to pave a path in order to remove such blind hypothesis about creativity of newcomer researcher.

INTRODUCTION:

Creativity is the most valued attribute of the human mind. Human creative power is responsible for the emergence of human socio-cultural and intellectual accomplishments. Creativity is a boon to man, one of the most prized, yet baffling human assets. Creativity is a unique human phenomenon but essentially human. It is creativity, which distinguishes humans from the non-human animals and machines. Creativity is the production of an action, idea or object that is new and valued (the MIT Encyclopedia of the Cognitive Sciences 1999). Whenever it is considered from the viewpoint of its effects on the society or as one of the expressions of the human spirit, Creativity stands out as an activity to be studied, cherished and cultivated. According to *Kundu (1996)*, "if we are to survive international competition, the most promising solution for this nation is to encourage and support the identification and development of its creative talent. "Developed countries as well as developing countries are equally interested in the study and the development of creativity because their survival depends upon the creative vision and creative striving of the masses. Creative thinking is a procedure in which men hope to achieve dignity and sense of super human attribution. Creativity is considered to be identical with the expansion of the universe and main task of man on this planet. Creativity from all aspects is the pathway of evolution of human civilization from the prehistoric age and industrialization from the Stone Age. The renowned Psychologist Cognitivist and Factorialist *J.P. Guilford* in his "General Psychology" expressed, his wonder asking "How different the world would be if one could eliminate from it the results of human invention and construction" All the things, except nature are creations of human brain. They were present in thought before they appeared in tangible form" (*J. P. Guilford - General Psychology*)

RESEARCHER'S PERCEPTIVE ON CREATIVITY:

Guilford's (1950) distinction between convergent and divergent thinking has perhaps had the most influential effect on how our understanding of Creativity has developed. Convergent thinking leads one to arrive at a correct conventional answer where as divergent thinking involves generating many novel answers and solutions. Therefore, the main differences between these two cognitive abilities lie in their dimensions and originality.

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 favourable 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.

Man's effort, at its best, has revealed itself in his creative work and in his search for type of cosmology which defined his destiny. The spirit of the present, the emergence of new responsibility,

new social and cultural necessities, deep and tumultuous change in social mores and objectives have made creativity a rapidly expanding area of scientific interest. The current widespread ferment and connect with creativities is due to forces, which have operated outside of psychology (*Barron, 1975*). The renewal in man and society will ultimately depend upon our understanding of the process of innovation and creativity and its application in different areas of human endeavour.

Another point is that humanitarian reason has been advanced, that creativity will eventually serve as a focal point for all disciplines concerned with the improvement of man's health, happiness and social situation.

The Creative potential has a very personal implication too. Creativity is inventiveness. In this complex society creativity is proved to be a necessary resource for the struggle of the mentally disordered persons to come back to mental health. Creativity is imaginativeness. The one of the early researchers *E. P. Torrance (1962)* associated "breakdown" under stress with unimaginative, non - creative situation.

Creativity can be thought to resemble a diamond that is, it has so many facets that it cannot be comprehended fully even when viewed from a multiplicity of angles. Manifestations of creativity have been described as infinite, ranging from a novel solution to a problem to an invention, composition of a poem, discovery of a new chemical process, an innovation in law, and fresh way of thinking about a problem a breakthrough in preventing a disease and so on.

CREATIVITY AND RESEARCH:

Creativity needs more research because understanding of the creative process will provide means for an early identification of individuals who are most likely to be creative in science and technology, as well as an insight into how one can best educate, train, stimulate and manage potentially creative person as individuals or as members of groups (*Golovin - 1963*).

In 1950, *Guilford* brought to the attention of the psychologists that an extremely important area of research, namely creativity that was being neglected. According to him, 0.2% of the entire reference in Psychological Abstract until 1950 focused on creativity. *Strenberg and Lubart's (1999)* analysis of the number of references to creativity in Psychological Abstracts from 1975 to 1994 revealed the approximately 0.5% of the articles indexed in Psychological abstracts during this period concerned creativity.

According to *Raina (1980)* "Creativity research has in fact reopened some of the doors that were closed to psychology when it consciously separated itself from philosophy. In 1972 *Govain* organized the available literature into five sectors for analysis in terms of rational psychedelic psychological continuum:

- i. Cognitive, rationale and semantic, problem-solving views of the Buffalo school Guilford Structure of Intellect and others.

- ii. Personality and environmental, child rearing practices, Personality correlated especially originality, energy and high self-concept.
- iii. Mental health, Rogerian, Maslovian self-actualization etc.
- iv. Psychedelic; existential, non-rational, cosmic consciousness and psychedelic.

In India serious attention is drawn to research after 1960. The last century has seen a pointed augment 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; even 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.

The teachers and educational scientists began to find out these special abilities, which were no doubt creative. Thus, the concept of education underwent revolutionary change. It was no longer delivery of lectures by the teachers for mechanical repetition of what the teachers has said nor simple memorization of its concept and its reproduction in answer script that dominated the total system of education, rather it is now a search for creative abilities inherent in students. In their strides for making education meaningful for the individual, for the society, the educational scientists have, in the last half of modern century, therefore, hinged on creativity as the be all and end all of education.

CONCLUSION:

Time has come where we are to make a choice. In order to a successful researcher the first impressions of the research mind remove all the pride and prejudices and pave the pathways for greater sensibility. Without the great expectations of the research mind hard times can never be overcome. Now, it is high time to transfigure the polarized thinking of the research mind in order to recount the better century for creativity.

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