

The Psychology of Creativity Growth and Strategies

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Abstract—all the mankind progress and successes depend on his fruitful, dynamic and effective mind. The most complicated and highest manifestation of human thought is his creative thinking. With regard to their plans, objectives, content and training facilities all the educational systems have an effective role in activating or weakening the creativity in individuals. The results of the studies in the world show that the most important factors in increasing the creativity in children and teenagers in educational system are: active teaching (problem solving and group discussion), using some guidelines for increasing the self-concept and self-expression, familiarizing the teachers with creativity and its significance and value, using flexible training programs, teaching creativity, the student's perseverance, the human relations sovereignty, the student's interest, the family, the role of the teacher as a model and the free expression of the feelings such as love and happiness, curiosity, providing a positive environment in the classroom, having intimate relations with love and respect, providing opportunity and independence for students, divergent thinking skills, a keen interest in order in doing tasks, the ability to express oneself, perseverance and discipline in works, independence, critical thinking, motivation, enthusiasm, a sense of loving beauty, Loving Art, using the brain precipitation method and problem solving.

Keyword: *Creativity, Innovation, Growth, Children, Teenagers, Growth strategies*

I. The Psychology of Creativity Growth

One of the vital and basic features of the human being is his power of thinking. The man, all through his life, has never been free from thinking and always tried to decide with his power of thinking and solve the problems in order to achieve the growth and Excellency. Thus all human progress and successes depend on his fruitful, dynamic and effective mind. The most complicated and highest manifestation of human thought is his creative thinking. Creativity means creating a new and appropriate design with high value. In other words, creativity is using the mental abilities to create a new idea or concept [11]. The significance of creativity and its enhancing process has grabbed the researchers' and educational planners' attention to analyze it from the educational viewpoint. With regard to their plans, objectives, content and training facilities all the educational systems have an effective role in activating or weakening the

creativity in individuals. As a result, from long time ago, checking back the educational planning and revising those in order to enhance this ability in children and teenagers have become the main issue of the most of the societies. We also require a major and deep change in our educational system to restore this ability. This task requires us to know our current conditions and locations so that we can plan for upgrading our educational system. Regarding our educational system, we can easily find out that our location is too far away from what that can provide the backgrounds for creating and enhancing creativity in children and teenagers. So it is necessary to consider and study about the various elements of education and their roles in enhancing the power of creativity in students. The growth and enhancing the creativity depends on various individual and social factors such as intelligence, family, personal traits and etc. although the power of creative thinking lay down in human being as a potential and innate power, it again requires the appropriate education. Torrance (1989) believes that the human being needs enhancing the creative power in today's children for institutions' survival in future. He asserts that providing opportunities for the creativity growth in every society is as vital as life and death. Therefore, in most societies, they have serious planning by using creative education methods in order to indentify creative children and teenagers.

In our society, despite having talented ones, creative abilities are not flourished as they should be. The main reason for this is the unclear location of the creativity, its lack of growth and its training method [14].

The psychology of the creativity enhancing considers five key aspects of teachers operations in the process of educating children and teenagers as what follows [9]:

- Environmental- social Aspect
- Affective-cognitive Aspect
- Thinking Aspect
- Educational Aspect
- Physical Aspect

The social environment of the class has a large impact on the learning process. The sense of security is the first requirement in creative class. The students should be able to ask any questions without fear and they should be able to take part in discussions freely. The mutual respect between the teacher and the student will strengthen the self-confidence in students.

Amaabile (1983) regards evaluation and competitions will kill the creativity. Although the need for assessment is not denied, it is sometime necessary to give students assignments to do without assessing them. We can also use self-assessment for the students. However, if we have qualitative assessment the goal of which is only to inform the students about his or her tasks, so its negative effects will be reduced. Competition also leads to the feeling of inferiority in children. Therefore, it is better use the intrapersonal competition- everybody competes with him/herself- instead of interpersonal competition. In a creative class, there should be freedom of thought and expression. In addition, the researchers consider the affective-cognitive aspect as a necessity in creativity enhancing [3].

According to Williams (1970), Torrance (1990), Stenberg and Williams (1997), Curiosity, involving with ambiguity, imagination and the ability to take risks are regarded as the most important factors in raising creativity in affective-cognitive aspect. For strengthening the

curiosity, providing the opportunities for observation, experiment, probing the environments and the objects, research and experience are essential. A skillful teacher does play an effective role in making the students sensitive to different social and scientific issues in this field. Taking reasonable risks in experiments and investigating the new and unusual approaches, challenging the complexity and enjoying this complexity, will of course has a great significance in enhancing the creativity in children.

Although in the structure of appropriate thinking for enhancing the creativity the divergent thinking is not the only way of thinking, with respect to the existing gap in divergent thinking, it is necessary to attempt more for motivating this ability. If teachers value the unusual ideas, they will be able to promote the innovative ability in their own students. Many of the innovations and inventions have only started with a strange and unusual question. Therefore, the teachers should welcome the students' seemingly unusual and unreasonable questions and answers.

In addition, if in solving the problems, students are asked to focus on different aspects of the problem, the possibility of finding different ways will increase. The quality of the questions teachers ask students has a crucial role in this field and it makes the students more flexible. The teacher can increase the flowing of thinking by enhancing the quantity along with improving the quality [10]. The Physical Structure is also very important in stimulating the creativity power of students. Using visual stimuli based on the subjects, using the puppet shows and etc. can provide an appropriate structure for the creative activity of the students and the teacher.

The Educational System (Teaching) is considered as one the most important aspects of the teacher's performance. By applying creative teaching methods and strategies, an informed and skillful teacher can teach creatively even inappropriate content and create an appropriate creative atmosphere in the class.

In what follows, the results of some researches done in the world with respect to the strategies for enhancing creativity in children and teenager are presented: Ganji et al. (2005) in their investigation about the effect of precipitation of brain in increasing the creativity in children and teenagers have shown that the precipitation of brain in increasing the creativity in boys and girls sample group had a great impact. With respect to the four components of the creativity, the significance of the effect of precipitation of brain in increasing the innovation components, being fluid and the flexibility in boys and the expansion and being fluid in girls is clearly evident.

Investigating the effect of teaching the course of "Fostering the Creativity in Children" on enhancing the creativity in students resulted in increase in Students Creativity scores (the experimental group) [8]. The scores of these students were also higher and had more expansion in comparison with the control group in fluid elements. In addition, based on the results of the multiple regression, among the predictive variables, respectively, students' major of study, the mothers' job, study improvements (the average), were better predictors as the criterion variables for creativity.

Maghami (2007) in his investigation of the effect of the problem-solving method in increasing and enhancing the creativity in students shows that there is a significant relation between the problem-solving method and the growth of creativity on students. Asgari (2008) in his investigation about the effects of creative teaching methods on the rate of enhancing

creativity in students mentions that the precipitation methods of brain training , research skills, creative reading and studying, active teaching (problem solving and group discussion), the use of strategies for increasing the self-concept and self-expression, familiarizing the teachers with creativity and its value and significance and using flexible in class training programs have a positive effect on creativity in elementary schools. However, the effectiveness of all these methods in top areas, semi areas and deprived areas in some cases are different and in teaching creativity there is an interaction between the methods and the educational areas.

The results of the study by Mirkamali and Khorshidi (2009) about the effective factors in fostering the creativity in students in elementary schools indicate those nine factors of teaching creativity and the content. culture and social relations, teachers and the learning environment, student perseverance, governess of human relations, students' interest, family and the teaching methods are all have influence on fostering the students creativity and finally 96 indicators were also developed for fostering the creativity. Amabil (1990) in a study regards the teacher's role as a model and the free expression of the feelings like love, joy, curiosity, providing a positive environment in the classroom, having an intimate relations with love and respect, the governess of the human relations in the classroom, giving opportunities and independency to the students as the most important factors in training creativity in students.

Willings (1994) in a study shows that the three factors of subjects, teaching methods and the divergent thinking skills and generating are the components of training creativity in students. Adair (1995) also considers the appropriate learning environment and the emotional relations within the family as the most important factors in training creativity in students. Wallas (2003) has shown that in creative classes, the thinking is more worthy that the memory and he regards the creativity as the agent interaction between the students' mental security and freedom in taking risks. Sterenberg (2003) in his study indicates that the creative students have some special features such as high achievement motivation, high curiosity, a keen interest in discipline in their works, the ability to express themselves, self-efficiency, having perseverance and discipline in their works, independency, critical thinking, motivation, enthusiasm and a sense of beauty, loving art, high sensitivity to social issues, intuitive thinking and the ability to influence others. Eric (2005) mentions that teachers, curriculum content, family, teaching methods, learning environments and students are the components of fostering creativity in students.

Ronald and Standler (2005) in a study indicate that the parents' attempts and the other instructors are the important factors of training the talents of creative and master people and they have proved that the emotional atmosphere at home and at school have a direct relation with the growth of creativity in children. Albert (2005) in a study regards the inner motives as the creativity factor. His studies show that the valuable works by creative people were always with inner motives Thus the data shows that people who are internally motivated take risks more that the ones who are externally motivated. When someone has an internal motivation, they will look for the opportunities and positions that they are interested in and they can use their creativity and all their abilities.

Egan (2005) in a study show that the most important components of enhancing creativity are the personality factors such as internal control and internal motivation in students

and in another study regards the development of human sources, feedback, leadership and teaching methods applied by teachers as the creativity factors. He believes that considering the following tips by the parents make the child be a creative person in future:

Respect, freedom of act for exploring the world around themselves, freedom to make decisions, autonomy, lack of high dependency between the child and the parents, lack of parental concern for the children, extended family environment so that the children don't have to adapt and replicate themselves to their parents' characters.

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