

ADAPTATION TO THE STUDENTS' EDUCATIVE REQUIREMENTS BY DEVELOPING TEACHER'S CREATIVITY

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***Abstract:** Most times the cultivation of creativity in education has been seen as a unilateral process by which they have sought to develop pupils' creativity by using different methods and techniques. This article emphasizes the importance of developing teacher's creativity as part of a bilateral process, in which both student and teacher must adapt to new socio-cultural requirements*

***Keywords:** creativity, personality, knowledge, creative teaching*

1. INTRODUCTION

Over the years, at the society level numerous and diverse changes have occurred as a reaction to the development of new technologies which has generated the need to change perspectives on the content and the educational process. Adapting to the new socio-cultural requirements is a challenge, both for teachers and pupils, because it involves changes in the methodological aspect, of the content, but also in the psychological one. Research in recent years have shown that classic teaching-learning-assessment methods are not sufficient, or appropriate, and they do not demonstrate the same efficiency as in the previous years, thus emphasizing the need to modify the learning process towards a better adaptation to the changes and requests coming from the socio-cultural environment.

2. CREATIVITY IN THE NEW SOCIO-CULTURAL CONTEXT

In the past years the concept of creative training is more increasingly emphasized, creativity is seen as a prerequisite and an essential component of the educational process. Although there are various attempts to define the creative training, from the connection with certain features, characteristics, behaviors, techniques, methods and arrangements of the class [6], to the effective training meaning instrumental aspects or tasks there has not been reached at a consensus but on what “is not”: traditional, focused on teacher [5]. Trow (1997), referring to the teacher's creative behavior, claimed that “not even originality is important, but only by thinking through the key ideas in the text or lesson and identifying the alternative ways of presenting them to students” [5].

Sometimes students' and teachers' educational journey is characterized by different perceptions about what matters in the learning process [3]. This makes the appearance of certain differences between the two partners of the educational act, each of them aiming to meet targets set by the content of the educational process and requirements coming from the socio-cultural environment.

In this respect, most studies emphasize the role and importance of assuring a creative training, which allows the possibility of training and development of complex representations upon the educational process by which it is provided a proper and common vision suitable for both students and teacher's needs.

Recent studies and observations made on the education system have shown the existence of a difficult situation which is faced by a majority of teachers. They are encountering significant difficulties in maintaining attention and gaining student interest [4], they representing one of the desiderata of the learning process. The causes underlying the loss of student's attention and interest are of many and various kinds, from science and technology development to psychological and behavior features and professional expertise.

Many times, the teacher is in a situation, in which the information he presents to students is already known and they lose interest and do not pay attention anymore to the lessons. The new technology resources give students great opportunities in terms of information and knowledge acquisition both in and outside the school areas. Thus, one of the main sources of information is the Internet, and in that way the student has access to knowledge that were previously available only by means of school represented by teachers or libraries and bookshops. We believe that with the emergence of new sources of information and technology were launched a challenge for teachers: to change and to adapt their lessons or not to handle the new educational demands from the part of the students.

Vygotsky (1963) said that "everything that exceeds the limits of routine in daily life and includes at least a touch of novelty can be called creative process" [2]. Creativity is thus a feature of any person, differing the extent in which it describes the specific behavior of the individual. The creative process cannot be separated from the other mental processes, especially the intellectual and aptitude factors, a particularly important role is played by the motivational, emotional or attitudinal factors providing the necessary support for the development and cultivation of creativity by exploiting all psychosocial resources.

Psychological researches in educational field have shown that an important role in the formation and development of teaching skills is played by the personality traits which hallmark teacher's behavior and attitude. Although many studies refer to the ideal teacher, creative training should not be limited to this.

Observations and experience emphasized some differences between teachers in as far as attracting and retaining students' attention and interest, [4] they wanting a more creative approach of the learning process. It is known that certain personality types and individual styles are geared more towards creativity, but if this part of the personality is seen from the perspective of a methodological approach, it becomes a resource and a feature of any educational approach.

One of the basic requirements of any changes is the manifestation of the desire for change. That is why, in order to adopt a more creative style in the learning process teacher must first be motivated to adopt an appropriate attitude to change his approach, to adjust his perspective on learning in relation to partners' requests concerning the educational act and then to identify the efficient ways by means of which he can accomplish the methodological approaches, of content or of any other kind, necessary to his approach.

A strong influence on the educational process and the methods used therein has shown teachers conformism, that desire or need "to adjust the values and representations of others" [2] to avoid suspicion, disapproval or even exclusion from other members.

This form of social blockage [1] is reflected not only in the behavior of experienced teachers but it has been identified even in the case of novice teachers. It appears the trend to be implemented only certain teaching strategies, they often are those learned during their own years of study, those taught in special programs for teachers or the usual ones, applied within the educational institution or system.

Professional development itself determines by increasing the expertise and knowledge in the respective domain the improvement of communication skills, forms of educational objectives and teaching so that teaching and learning and interacting with students should become more efficient. In this way, teachers can provide full information in terms of their networking needs and students' knowledge, adapted to students' educational needs, creating the possibility of forming and developing a more complex understanding of the information content.

New and creative approaches of the learning process requires a whole change in how the lessons are seen and perceived, regardless of discipline, profile or level of study.

Being creative is not simply a behavioral change, here and now, but a continuous transformation, to continuously adapt to the socio-cultural environment and to the requirements coming from it. Any change requires some effort, especially when it is sought to be permanent, regardless of field or nature of the change.

To implement innovative and exciting approaches countless hours of study, planning and organization are required, only through previous intensive and extensive preparation the teacher will be able to bring those elements in his work to ensure the students' attention and interest elicitation.

A creative training involves different learning methods, strategies and approaches tailored to specific students or areas. Sometimes the creative process of learning has been understood only as the development of the teaching component, other components are ignored. But creativity stimulation through the educational process is not just a single aspect of it, but all factors and processes involved in the educational act. If in as far as the teaching is concerned remarkable progress has been made changing it in a more complex and interactive one thus, learning process becoming easier. But the need to change the evaluation instruments and the criteria must be emphasized so that they should reflect and stimulate thinking and learning that promotes understanding, establishing connections between knowledge and daily life, creativity and continuous development.

Moreover, application of inappropriate methods of assessing current conditions for the development of socio-cultural environment and students' educational requirements strengthens the classic relationship already established between school performances and creativity although there are numberless scientific evidences that proved the lack of a predictive value of the school marks in as far as the creative behavior and the students' future contributions in specific fields of activity are concerned. Some scientists' remarkable results against their negative school appreciation are examples of the failure of the assessing classical methods and of the decisive role of a correct adequate education adapted to the students, in other words of a learning system focused upon the student.

Although the education system shows a growing tendency for creativity and innovation, analyses concerning the implementation ways have shown that when training innovative methods and strategies are applied they are used many times without fully understanding its optimal mechanism which can lead to failures in both the sending and receiving adequate knowledge and the personal level, being felt on a psychological level.

To prevent such situations that can cause avoidance of the application of some creative teaching methods it is necessary a fully complete understanding and an adequate knowledge from the part of the teacher.

Also, the mere use of new technologies is not a change in a creative meaning of the training process, but a change in the form of disclosure, which does not stimulate students' interest and do not contribute constructively to the learning process.

CONCLUSIONS

By the attitude and the relationship with students, by including creative strategies and new methods, by promoting a favorable environment and creating new opportunities of expressing ideas, the teacher can significantly influence the development of the student's creative and educational potential. The school, viewed as a whole, should not be limited to the transmission of certain information, knowledge assessment and the marks progress; it must take the student's psychosocial development and the accomplishment of his potential.

The cultivation of creative thinking is one of the desiderata of contemporary education, regardless of factors, the level or the participants at the learning and education activity. Thus, to have creative students is necessary, first, developing the creativity of teachers and, last but not least, implementing an education system which promotes a creative training.

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