

CREATIVITY

Hatice A. ODABAŞI
Assoc.Prof of Arts & Graphics
MARMARA UNIVERSITY
Fakulty of Communications

Nations are in competition in all areas so as to survive and remain in existence. The developing cultural and economical subject to change is in need of more diligent, more dynamic, more creative types of people who can adapt themselves to fast changing conditions. A creative person has a different out look of (his) problems which enables him to solve him. Studies on the development of creativity is quite recent in Turkey. There is prallelism between divergent thinking and creativity. Yet the classical education system doesn't give the opportunity to develop these education programs which permit creativity.

At the begining the studies made on oreativity developed from the supposition that it is only a fact in the nature of art. These applications which first appeared in the context of visual and applied arts gradually spreaded through industrial administration and to other scientific branches such as physics, chemistry and biology.

Creativity is the ability to look differently at all sorts of proposals for a solution. Thus it is quite possible to find new dimensions for the solution while multiple alternatives in a short time is also creativity.

. Lack of training for creative thinking in all levels of education already been accepted by all psychologist and educators.

The speech of Guilford in 1950 made during the Annual Congress of the Americal Psychologists Association points out the turning point of creea-

tive training as a scientific activity. (1) To summarize some research was planned in order to evaluate the development of creative activities and this area was discovered as a consequence of practical research. That creative talent is researched from some intellectual abilities can be a generalization. This means that as a result of some particular practical work. The creative talent will gradually develop. This development is assessable. The program has lasting quality in time. The two important peculiarities of creativity that should be stressed is the ability to be trained creatively as well as the permanency of this ability after being trained.

Again, according to Parnes (in the 1950's) the improvement in creativity talent has been seen on all age and occupational groups. During the same era, Osborn's creative problem solving method developed by brain storming at Sunny Buffalo became a source and base to Parnes's research and the trained students in each class were found to be more successful when compared to those who weren't as a result of formal lessons. (2)

Those who applied creativity other have gained a more successful problem solving ability. In other words, the ones who were giving the training which involves the methods which combine more judgement delay with further concluded in a increase in the ability of creative activity. "The Journal of Creativity Behaviour" granted us the opportunity to pursue research made on this subject and publish articles. This journal which was developed by the Groupsat Sunny Buffalo in 1960 still continues its publication enlightening us with a master source on creativity.

The meanings used for creative process according to Wilson :

- 1- It's constructed as a product of energy of an individual or a group.
- 2- It's mental activity which puts a new idea or understanding.
- 3- It's mental activity which controls the medium establishing new ideas and relations.
- 4- It's is the capacity of achieving an original work by means of consideration and imagination.
- 5- For the new products to come into being depends on the individual's personal quality on one hand and to his surroundings on the other.

6- It's a mental activity which provides a new arrangement of the past experiences with some alterations and which concludes in original achievement in order to meet needs expressed or implied.

7- This process concludes with a new study by the group considered helpful and satisfactory.

8- Every activity which shows new shape is creative activity.

The newly created object or idea has to serve to the solution of a problem.

To summarize, creativity is a mental activity which ends in an original study that emerges a new opinion or object, which helps a problem to be conclude and which provides a new design for the previous experiences.

The mental qualities which contribute to creative thinking and creative performance. (3)

1- Fastidiousness towards the problem is to be able to see the needs, conflicts, faults, irregularities and deficiencies.

2- Fluency : Guilford and his supporters have found 4 different kinds of fluency factors :

a-) Vocabulary fluency : (To be able to form new words each of which contains combinations of a letter or letters).

b-) Recalling fluency : In order to serve this aim one has to be able to think of the words rapidly which one is in need of.

c-) Expression fluency : To provide the sentence structure, to be able to gather the words immediately.

d-) Idea Fluency : To form numerous ideas in various dimensions, dependent on the aim within the time determined.

3- Flexibility :

a-) Spontaneous flexibility : To classify and interpret the previous knowledge again, to find new ideas at the same time and

to shift from one category to another.

b-) Adaptive flexibility : The ability to change the direction of thinking of the individual in order to overcome the changing situation of his problem.

4- Originality : The ability to point out the scarcely met, unusual solutions or ideas in the Group.

5- Re-definition : To organize the known in a new style, to change the function of a known object or to see it in a new context.

6- Elaboration : To examine a matter or idea with caution, to elaborate the details or to alter the details.

Guilford suggested that the factors such as fluency, flexibility, and originality which are closely related to creativity could be included in the category of divergent thinking, that is creative thinking could be defined a divergent thinking. The scientists, artists and some statesmen who have influenced societies have divergent brain activities. They were able to perceive a new relation between two new happenings or concepts, to define a concept or an object originally again, to add something extraordinary to a plain object so as to create something extra-ordinary and be able to remark on stimulants which are different for every other person. The three basic characteristics of divergents for-every-ether thinking are flexibility, originality and rationalism. Students with divergent thinking systems will be unsuccessful and unwanted people in the sort of education system with multiple choice tests or classic intelligence tests. (5) This view point bottom starting with elementary school. It is the creative mind which protects all education levels. The non-creative minds, the failures and the hopeless are in danger of being outside the system. The increase in demand for consumer products our society has led commercial companies with growing production scales to make further research and come up with quick solutions.

METHOD TO DEVELOP CREATIVITY :

The goal of creativity is to carry the existing state to better conditions, to control complexity in order to find a way which leads to more simplicity and to abolish confusion. No matter which creativity development is applied the individual should try to prepare himself for a psychological condition

which would allow him to be creative. Such behavior can only be adopted by people who firmly believe in such a method and only by means of persuasion. The pre-conditions are as follows :

1- to be free from one's superciliousness.

2- to believe that one will be successful

3- productive unrest

4- integrity

5- the ability to control habits

6- curiosity

One's becoming free from superciliousness is to be able to confront heart breaking criticism against what one does, says or thinks. It is an honest policy to defend what is right and true.

A person who doesn't sincerely believe that they can be successful cannot be creative. Creative action can not be realized by meek people.

It is in human nature to make existing facts better and more complete. Integrity is the balance between knowing and feeling. Lack of ability to control habits limits creativity.

Curiosity is thought to be an acceptable policy which has to be controlled.

Creative activity is always constructive. Rational courage, continuous search and effort should be encouraged like success as long as it comes to a conclusion. Kolberg draws on the behaviour which obstructs our creative power such as 56) making a fault, becoming a fool, being criticized, being abused by others, being an outsider, disrespecting customs, and losing the love of others.

Every solution to a problem starts by transforming the problem into a meaningful question. To clarify the questions and the problems the methods are classified as :

a-) sensitive and alert to time and change

b-) statical methods that are less influenced by time and change.

SYNECTICS APPLICATION (7) SYNECTICS

Synectics is a Greek origin word meaning to put different and seemingly unrelated elements together. This theory aims to gather different individuals to define and solve problems. Its founder is J.J.Gordon. His research depend on these three pre-conditions :

- 1- The creativity process of individuals can be defined.
- 2- The creativity in science and art are equivalent and they make use of the same subconscious duration of time.
- 3- There is likenoss between the process of personal creativity and group creativity.

The most important matter in seach and examination of creativity is the continuous activity due to the time spont. At the beginning students are unable to understand, manage or pay attention to most of their porblems. This method or pay attention to most of their problems. This method should be tried and examined several times to gain knowledge for future use even if limited with the problems sepcific to students . There should be faith in the student's deveelopment of a technique, particular to himself, by means of synthesis. We are aware that the production of an idea, especially an original idea, is higly difficult until this synthesis occurs.

Yet we must remember that the productim of idea will bea very metivating phase. No evaluation can count as a definite result. Each evaluation is a starting polint of a following step. Fist of all evaluation is a personal judgement. It is straight forward, clear and includes the comparison of the incompleteness of the result attained. Evaluation is also a creative activity. The evaluation of the result and has two stages. First is the evaluation of the process insid the conductors. The former is useful from an acedemic point of view and the latter from an educational point of view.

According to kelberg, the students with consciously developed creative characteristics have shigher chance of becoming hapier since they have a flexible mind which is able to search for a solution to every problem they come across. (9) To have intuition is creavtivity similar to having. Intuition is a

quality of subconsciousness

Traditional education cannot with flexibility. According to this educational system there is a transfer of knowledge from the teacher to the student. Teachers transfer their past experiences to the students. The purpose of education is to produce knowledge, to conduct research and to learn. No matter where the problem arises the purpose is to accept, understand and the purify education, and to find and create alternatives according to demand. The purify practice and learn and "Learn and do" theories will then emerge.

The purpose will then be understand. To understand and to be understood are wonderful things which human beings will always desire, Such conditions will encourage the student by helping him to develop his own sense of responsibility.

The individual who goes through the creativity training will possess the following qualities:

- 1- Creativity will develop and increase. One will be able to produce original ideas which solve problems.
- 2- Sensitivity towards the environment will increase
- 3- Self confidence will increase.
- 4- Tolerance towards others' ideas.

REFERENCE

- (1) Convergent and Divergent Thinking and Personality, S.Sema KARAKELLE.
- (2) Convergent and Divergent Thinking and Personality. S.Sema KARAKELLE.
- (3) Wilson (Havinghurst) R.J. and De Haan, R.F., 1961, p.167
- (4) Guilford, J.P. 1967.
- (5) Guilford, J.P., 1959, IV. Vernon, P.E. 1970.
- (6) Vexliard 1968, Convergent and Divergent Thinking and Personality.
- (7) Knowledge-Experimental Basic Planning and Creativity.
- (8) W.J.J. Gordon p.48, 53
- (9) Koberg J. Bagnall, 1976 p.1.