

Enhancing creativity and activism in teaching – important task in the club “Inquisitive Mind”

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Abstract. Stimulation of activism and creativity in school involves fostering an environment of interactive learning, exciting and dynamic. Cooperative learning ensures optimal development of field relations and active creative manifestation of the student in class. This is an important aspect in the functioning of “Inquisitive Mind” club of “Eugen Lovinescu” theoretical high school.

Keywords. “Inquisitive Mind” club, “Eugen Lovinescu” Theoretical High School.

1. Introduction

The active and creative attitude of students is the consequence of both the learning style of the teacher and the student's habit of reporting to duty.

The learning of learning – desideratum of the post-modernist education style – requires interactivity and creativity in adopting strategies requesting task involvement and a metacognitive attitude of learning and knowing, but also interest in continuous perfecting.

Stimulating school activism and creativity requires the building of an interactive, exciting and dynamic learning environment. Cooperation learning ensures the development of an optimal relations field needed for the creative and active actions of the student. Typical situations and conditions leading to the development of the investigative spirit, divergent thinking, creative and active attitude at school can be:

- ✚ Encouraging constraints and frustration-producing factors
- ✚ Communication stimulating by organizing open discussions and debates between students, or students and teachers
- ✚ Activating students by requesting them to operate with ideas, notions and objects in order to reconsider them and to advance new variants

- ✚ Cultivation of cognitive independence, spontaneity and learning autonomy
- ✚ Stimulating the growing of constructive critical spirit, argumentation capacity and alternative searching capabilities
- ✚ Enabling access to knowledge by the student's own strengths, thus stimulating the reflexive attitude needed for their own learning steps
- ✚ Enabling the student's possibility of challenging the “known” and the “unknown” in things and facts.

The teacher is the one who needs to find the most effective ways of stimulating each student's creative potential.

All the activities proposed to students in order to increase their degree of active implication at school need to ensure:

- ✚ Stimulation of productive, critical, divergent and lateral thinking
- ✚ Freedom of expressing knowledge, thoughts and facts (in this case, activities requiring spontaneity and contributing to the development of independence in thinking and taking actions are recommended)
- ✚ Using talents and capacities specific to each individual
- ✚ Inciting interest to the new, to the unknown, and offering the satisfaction of finding the solution after the student's efforts
- ✚ Practising investigation capacities, ideas, information, meaning transfer and classification criteria searching
- ✚ Development of the material and idea organization capacity, by elaborating portfolios about own activity, organizing discussions on certain themes or initiating games and trips
- ✚ Educating the capability of seeing things *in another way*, of asking unusual questions about usual things. Quoting the “Psychological Dictionary”: *Under the incidence of requesting as many as possible original unusual answers, a*

In projecting *active and creative learning*, we suggest anticipating certain managerial schemes, applicable in time and space through:

- ✚ Classifying the purpose of creative learning at the level of existent interaction between: intellectual operativity – school performance – permanent restructuring of the teaching-learning activity – evaluation
- ✚ Stating the teacher's duties in the given conditions of creative learning
- ✚ Creating an optimum affective atmosphere, needed for the gradual canceling of lock-up factors (fear, tension, imitation, conformism, criticism)
- ✚ Psychological turning to good account of the teacher-student correlation at every level contained by the intellectual-moral-technical-estetical-physical education.

The learning activation does not mean overstressing the student with activities; it must be thought of as an intensification of the teacher's work of offering students learning opportunities. This way, teaching becomes the activity through which the teacher creates favourable conditions to the student's learning process.

In order to stimulate the student's activism and creativity, the teacher himself has to be the active and creative type and to adopt a positive behaviour and attitude in this regard.

A good teacher gives the student the opportunity of assuming intellectual risks, speculating, making unusual connections, but also offers him comfort in situations of frustration, failure, uncertainty. The teacher should provide students with learning materials and information sources. Students collect information from many and very varied sources. So, the school needs to keep the pace with the technology, renewing the database and the learning methods.

One of the most certain ways of generating, stimulating and developing new ideas in order to solve different situations, is the organizing of microgroups and promoting interactions between their members. Group creativity has established itself because it manages to welcome the needs of solving problems unsolvable by the individual, in time.

The school of the future will surely be cibernitized, a living computer laboratory, that will prepare students, from an early development stage, to become problem solvers, creators of new and persons capable of taking optimal decisions against the more and more unusual and unprecedented situations of the present-day and following social life.

The fundamental objective of superindustrial teaching (Alvin Toffler) has to be the development of the individual's adaptive capacity, for them to be able to easily and quickly adapt to permanent novelty. And the quicker the changing rhythm is, the more attention is required to distinguish the type of events to happen.

2. References (and Notes)

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