



The use of language learning in and learning cultivation of creativity in children

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ABSTRACT: One of the highest human cognitive activity is creativity. From the psychological perspective, creativity is not innate, but the creativity is in most people from early childhood. Family, Community, and Education System each according to his contribution leads to cultivation of creativity. It is through cultivating creative thinking that people can be prepared for future life. Investigation of the creative thinking development methods in linguistic situations in schoolchildren is the purpose of the current study. Methodology of the present study is of theoretical library kind and conducted with a descriptive technique. According to the results, it can be said that creativity is an ability that in there for everyone but requires development to reach prosperity. For this reason, parents and teachers in the classroom can in various ongoing methods and through language learning help to develop the students' creative thinking and foster the children searching and creative mind.

Keywords: creative thinking, creativity, children, approach.

INTRODUCTION

Creativity and creative thinking are of the most complex effects of human thought is at the highest level of cognitive activities and counted as one of the most valuable breeding goals and educational purposes (Solomon, 1381). Creativity is the desire and talent to "create" that is in all people and at all ages potentially; in other words, creativity is the capacity to see new relationships, to create unusual ideas, and to distance the traditional thinking patterns. Creative thinking is combined of innovation power and flexibility that enables the learners to think over different and productive conclusions outside the reasonable contemplation (Eyzancketal.,1979;Bodo,2006;Hosseini,1999).

Foundation of children Intellectual skills should have based since the early years of childhood because Broad-mindedness begins in the same years that the child's personality has been formed. They should look with an open attitude to their future, broad-mindedness causes the individual not to be self-centered and prejudiced (Mahroozade and Ramezanpoor, 30: 2011).

Torrance (1968) was among the first people who showed that creativity of the students reduces about the age of six; this fall gets more at the fourth grade and then rises again. This phenomenon is called "fourth grade slump". Torrance considered entering the school as the reason for this phenomenon because he believed the children during the first years of school adopt behavior with the school expectations. Moreover,

double pressure by the fourth grade peers makes the students feel greater need for compatibility and makes them reluctant to see their creative abilities.

Given the importance of creativity in producing pure thoughts and revealing human spirit, the teachers in elementary school classrooms need to look widely at creativity position in their teaching.

Generally, creativity is a process that continues over the time, and innovation, compatibility, and realization are the distinguishing features of creativity that can respond to all the problems.

In the current article, the author intended to deal with, although briefly, the effective methods of fostering children creativity, the fundamental and transformational phenomenon.

THEORY AND LITERATURE REVIEW

Guildford (1952) writes: "creative activity like most human behaviors is probably the result of several acquired talents. Undoubtedly, these talents human are possible to have inherited limitations, but surely everyone can develop their talents through education within certain limitation."

Osborne (1966) designed one of the most important and controversial approaches for teaching creative thinking that is known as "brain stimulation" or "Brainstorming".

Edward, Bono (quoted by Khanzadeh, 1993) believed that creative thinking like any other skill such as tennis, gulf, swimming, and piano may be exercised.

McCormack in a study assigned 30 participants of primary education graduates to the experiment group and 39 participants into the control group. He provided the experiment group with different techniques including brain teasers, problem analysis, and practice of creative thinking. The obtained scores in Torrance posttest-pretest were analyzed using covariance analysis.

The studied results showed that the experiment group in fluidity, flexibility, and creativity were more successful than the control group; however, no significant difference was observed between the scores of creativity and academic achievement. Finally, the researchers concluded that creativity could grow up without academic achievement.

Today, the main purpose of all education institutions make is developing the problem solving ability and creativity in students because creativity is required to solve the problems, and the creative people prior to solve the problems create or increase their complexity (Whiting and Williams, 1984; quoted by Shokrkon *et al.*, 2002).

The study by Sharifee and Davaree (2009) also showed that innovation education helps students in developing creativity. So, nurturing these abilities can prepare people to deal with their future life. Therefore, one of the important goals of schools is the pre-requisites that are taught to prepare learners to acquiring problem solving and creativity skills.

Methods: The present survey was conducted using theoretical library method, that is through studying the resources, research, articles, and books on the subject of creative thinking it was attempted to collect information. After analyzing and investigating the data, the research question has been answered analytically.

Necessity of attention to creativity in the field of language learning

When the heterogeneous and disparate problems, limited and exhaustible resources, the speedy changes and other such problems are faced in the world, the need for creativity and the flames of inner vision becomes much clearer. While none of the human being knows what waits for them in the future, some facts and future needs become increasingly clear to them. Creativity also involves creative thinking, invention, playing, associate remedy, innovation, experimentation, imagination and risk-taking.

One of the indications in the life of famous and creative people is the different special experiences in their childhood. "Special" refers to everything that is unusual, uncommon, rare, or particularly stimulating for young children (Ghasemzadeh, 191: 1388).

In the view of Bruner (1962, quoted by Godvin, 2 AD: 2004), the action that produces effective surprise is

considered as the obvious feature of creative efforts; and creativity is the mentioned "effective surprise" that when occurs in a way unpredictable connections of unrelated components such as experience or knowledge lead to spark of new insights and understanding. Such creative positions and effective surprises, according to the language needs, can absolutely be provided by engaging in art including language arts. The student creative effort is formed through grabbing and gaining a problem to solve or searching in the field of language learning position so as to go through the discursive framework and expressed orally or in written form. In terms of substance, the process of creativity is the course of consciousness, emotion, and intelligence, emotions that stimulates the intelligence and the emotions of others and satisfies their intellectual and imaginative need.

The ways to cultivate creativity

Because of the importance of creative thinking development using language positions, the teachers can use the following methods at the class:

Expressing the key and important words on the subject or asking questions (brainstorming)

In this method, the teacher propounds some words or asks a question and asks the students to express their words. So, it is brainstorming, that is the teacher asks a question and allows the students to express all ideas come to their mind (good or bad). The students' comments are not evaluated. Finally, the written responses will be collected; the teacher after comparing all solutions will choose the best response to the conflict and, in this way, the students' minds being pushed to fluidity.

The expressions and words produced in the brainstorming session by students will be developed through their classifying, reorganizing, or adding more ideas to them to be used as a starting point for stories or studies.

The brainstorming activity helps the children to manifest and share save the latest knowledge bring with them to the learning opportunities. In the meantime, inapposite critics or negative attitudes often can be the biggest obstacle to boost creative thinking.

Individual interaction

As Block (1977) proposed, in order to boost creativity and innovation in the educational environment, some processes can be taught individually to the students and practice interaction with them. Basically, in order for the students to reach necessary smart and initiatives, they need to learn how to disturb and do their work with the idea.

The innovative thinking process in improving the students' creativity is applicable through curriculum and language learning which will be fully explained in the following:

For this, the way argued by Fisher (1995: 191) in the domain of thinking teaching in the field of language learning is that in some cases during questioning, the opportunity to demonstrate their focus must be given. In some other cases, the answer should be accepted and the judgment of the child and his response should not be attacked, but they need to be given the chance to give clear thoughtful response. Accepting the child's ideas, re-expressing them, recognizing and applying them, and comparing them with other ideas are some of the ways of encouraging innovative thinking.

Storytelling and use of allegory

To understand the story, it is better to use examples which can be used by the students by the help of teacher since the story directly improve the children verbal creativity. Questions are primers and markers of thinking, and accordingly, story or film can make the audience thoughts move and be thought-oriented that flow the question directly or indirectly in their mind. However, those questions which have some kind of novelty or depth in fact not stereotype (Behjooyan, 2009: 35).

A variety of short stories, unlike novels that may be long and complex image or picture books that their complexity involve the students with intellectual challenges according to their experience, are a valuable source for supplying good models of creating and writing stories.

Reading along with comprehension

Some creativity theorists believing that it is possible to teach creativity seek to develop an active, inquisitive, flexible, enthusiastic and excited spirit during the study so that change the study into creative reading and involves the readers' creativity.

"Reading", "contemplating", "thoughtfulness", "reviewing", along with creativity, each plays an important role in the approach and process of "writing". For younger children at the elementary school, activities such as groups reading and working in small groups should be along with creative but parallel activities that are the requisites of motor skills (Phyllis, 1991).

In other words, children should rebuild what they hear with their power of imagining stories and images themselves in the same emotional space of the story and try to identically feel the images, thoughts, sounds and scents that are described or not described.

Summarizing the stories, their thoughts and ideas

Writing is among the activities that provide a fertile ground for cultivating creativity. There is a close relationship and even connection between reading and writing, and different studies have showed the close match between progress in reading and writing quality.

Writing activities leads to improve the reading skills and stimulate and develop the thinking skills. Writing as well strengthens the creativity background in students because they need to express and reveal themselves through creative processes and activities in language curriculum and language learning (Adigrat 1994).

Creative writing and creating opportunities using language learning curriculum for students to express their original ideas and inner thoughts through this process are the main goal of language training creativity based programs.

Writing with peers which Felice (1991: 3 M) raised is based on peer interaction that has a complete relationship with the child's development. Writing with peers face the child with challenges and occurs through cognitive conflict that increases learning in the psychosocial environment of the class.

Writing is heavily dependent on thinking, initiative, and imagination power, and in case that they can change into skill and fitness, a creative writing will occur. Thus, if writing be guided with proper and creative planning, the hope to simultaneously practice and develop these features of the language perspective will increase, and naturally, creation of theological works in the form of stories, books and other writings can be witnessed (Pirkhaefi, 2005 : 256).

Writing poetry and hymnody

Another method of cultivating verbal creativity is attention to poetry and song in the children's activities. Poetry and singing are among the activities that are almost used in most children training environments for the children show passion regarding memorizing childish poems and hymns. Poem and hymns due to their rhythm usually draw the attention of the children. What makes these two activities be used to foster the creativity of children is their role in strengthening the factor of self-confidence, lingual fluidity, and imagination. If the children can through flexible and appropriate planning 1.be activated in learning simple poems; 2. Be invited for reading poems in enjoyable and lovely situations; 3.be provided with writing poems backgrounds, an important step will be taken to foster verbal creativity (Pirkhaefi, 2005: 260).

Poem writing and childish poems in the form of rhymed, funny, poetic language and poetic sang are among the important areas for creative thinking in elementary school.

Use of information and communication technology

The increased use of information and communication technologies in curriculum that is resulted from achieving skills by the students in the areas of information and communication technology is also gaining momentum in the last two decades, as Nicholson (cited by Goudwin, 2004: 73 m) raised, it has helped the issue of children's creativity (students).

Attention to applying in the direction of enhancing the student creativity through language training program and other courses and even across the curriculum provides an appropriate opportunity to investigate ways to enhance the children creative thinking through the use of available equipment and information technology. ICT software is a useful tool for both regular and thoughtful students that can be used at home and school and set a huge range of multimedia technology. The example of such software is the audio-book that the students are involved in its application.

CONCLUSION

As was expressed in the introduction, the debate of creativity training to adolescents and enhancing their creative thinking is one of the most challenging, difficult, and fascinating subjects for research, and vital for the educational systems. A variety of studies, researches, and reviews are being done in the field of creativity, but what can be inferred ever since from the research background in this territory is that creativity is teachable and can be nurtured with appropriate content and methods in children and adolescents. However, no consensus has been reached among experts on what content and methods can be used to foster creativity. Gilfourd suggested creativity training; Debono referred to foster thinking style through curriculum; and Lipman sought to foster creativity through thinking stories with philosophical themes in the circle of investigation. Through providing the controversial positions, the creative thinking can be impulsed in children. Through unpredictable relationships, the new thoughts are caused to spark. Such innovative and driving positions, with regard to the linguistic needs, certainly can be provided through engaging in the arts including the language arts. Creative efforts of the student are formed through engaging with the new problem and finding the solution, or searching in the ambit of the language and linguistic situations. So, creativity can be developed through many ways and help in the apprentice language learning that in the current article the following ways is recommended: expressing important and key words (brainstorm), individual interaction, storytelling and use of allegory, reading along with comprehension,

summarizing the stories and thoughts, writing poetry and hymnody, and use of information and communication technology.

In short, the process of creativity is the same as development of thinking, emotion, and excitement that can satisfy the child's spirit of inquiry and curiosity and respond to their intellectual and imaginative need as well prepare them for the successful life in future.

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