

A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark brown background.

FEATURES OF CREATIVITY DEVELOPMENT

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CONTENT

- What is creativity?
- Research creativity from 2004 to 2009
- Research creativity 2019
- Comparative analysis of two researches

"If something exists, it exists in some amount.

If it exists in some amount, then it is capable of being measured."

Rene Descartes, Principles of Philosophy, 1644

The term "creativity" has been widely spread by J. Gillfords' works. He mentions two different thinking actions: convergent and divergent thinking.

- Convergent thinking operates in the case when a person who is solving a problem needs to find the only correct solution in different conditions. Although there may be some specific solutions, it is always limited. J Gillforth identified the convergence-thinking ability of intellect tests, that is, the tests that measured the intelligence coefficient (IQ).

- The divergent thinking is defined as the kind of thinking that spreads through all sides. In such a way, the solution to the problem may be different and lead to unexpected conclusions and outcomes. According to J. Gilliff's theory, creativity, was viewed as an independent form of thinking called divergent thinking and assumed different approaches to problem solving.

J Gillforth also underscored the six creativity criteria.

1. Ability to notice and nominate the problem;
2. The ability to create a great number of ideas,
3. Ability to effectively elaborate ideas, flexibility of thinking
4. Originality, ability to respond to signals unambiguously,
5. Ability to improve the object;
6. Ability to solve problems, that is, ability to analyze and synthesize.

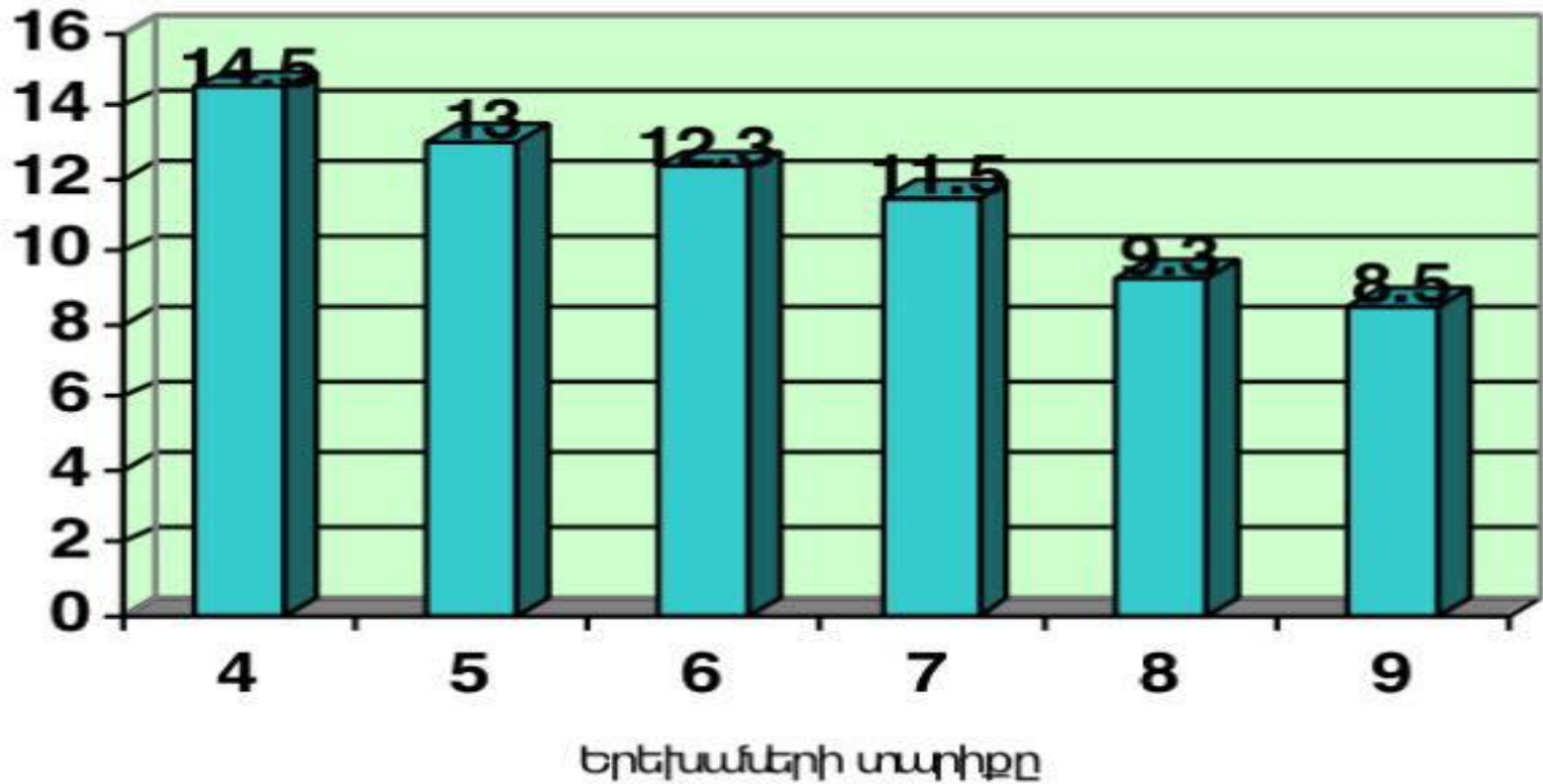
- In a wider sense, creativity is regarded as an activity that is carried out in an uncertain situation and is aimed at achieving results where there is objective or subjective innovation. If we look at it from this point of view, creativity is not necessarily related to the types of activities that are traditionally creative, writing music, poems, painting and more. It is available in all cases when it is necessary to act in an uncertain situation when there are no ways to solve a problem and it is impossible to predict the changing conditions.

Research creativity from 2004 to 2009

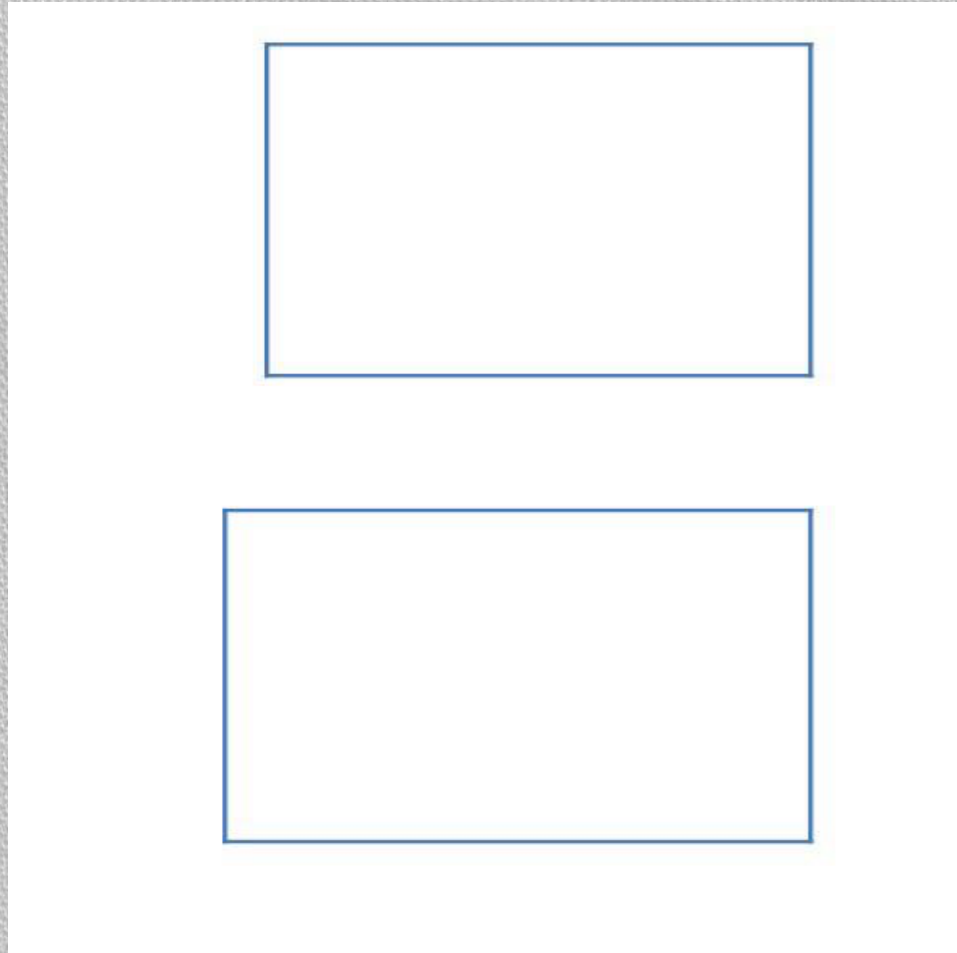
- The study included 993 schoolchildren - 567 boys and 426 girls. The children were students of the A. Shirakatsi Lyceum- 472 children, from school number 87 - 209 children, and school number 31 - 312 children.
- For the study of creativity we used the modified version of Thorangi's "Differential Thinking" or Test of Creativity / Williams Modification, as well as various tasks have been selected by us, which were aimed to discover creativity. This tasks can have different solutions and original approach.

Research creativity from 2004 to 2009

Կրեատիվության հետազոտության արդյունքները (2004-2008)



Divide the square into four equal parts. Use all the possible happenings.



- In fact, there are fishes that can swim in two directions - up to the head, and vice versa, with the tail to the front. Why?

1.....

2.....

3.....

4.....

Imagine that you have a garden, which birds harm. What methods will you use to protect the vegetables or fruits?

1.....

2.....

3.....

4.....

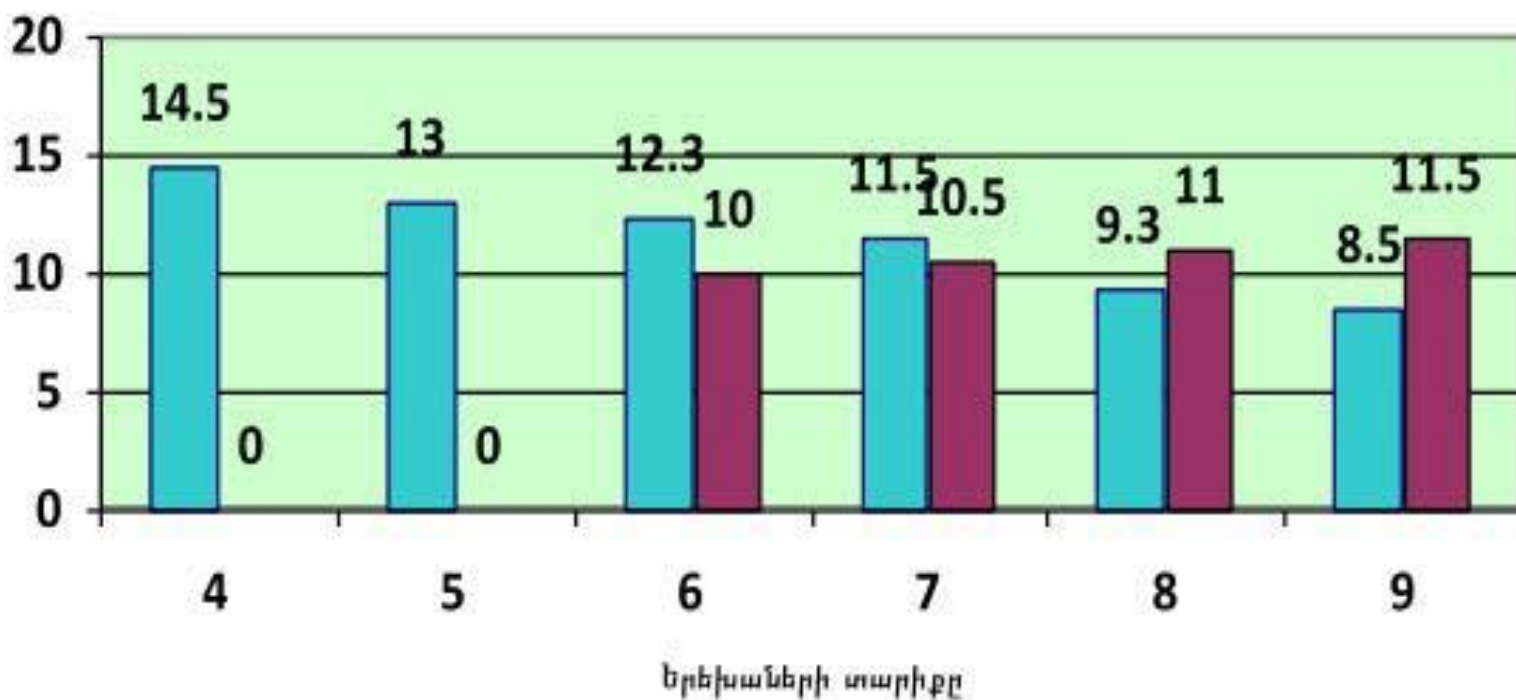
Research creativity 2019

The research has been organized and is being implemented in several schools in Yerevan – number 67, 2, 8, 150, 137, 129, as well as in some schools of Artashat and Echmiadzin. At this moment have been researched 201 schoolchildren - 109 boys and 92 girls.

To ensure the reliability of the research have been applied the same methods - Totan's test of "Divergent thinking " or creativity and same tasks. Now we are going to present the by percentage and graphic expression, as well as compare with previous results.

Research creativity 2019

Կրեատիվության հետազոտության համեմատական արդյունքներ



Of course, one can argue and discuss factors, what factors can have affected this change, but in the system of education in Armenia, crucial changes didn't happen and only the change is a chess subject's input as a compulsory.

We suppose that chess in education influence to the development of creative thinking of children, which is very important.

Thank you

