

Assessment of Teachers in Terms of Encouraging and Manifestation of the Creativity in Creative Teaching

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Abstract

Teaching presents a dynamic process which since the beginning of organized education until now experiences continuous changes, from which, mostly can be seen as innovations, to be more exact as something different from the work in previous teaching. Rather, the educational process in school should as a whole turn to those changes, among which the creative work of students and teachers is very current and necessary in the realization of the creative teaching. The creative teaching is studied as a challenge and an aim of the contemporary education in which the teachers, as the key holders of this process have a significant role, whereas the creative teaching is realized as a segment of the contemporary innovations in the contemporary educational process. Subject of this research is the study of the views of the teachers and their assessment in terms of encouraging and manifestation of the creativity in creative teaching with the purpose of developing the creative abilities of the students. The objective of this research is gaining knowledge of the placement of the creative teaching, teachers' creativity and their impact in the development of the creativity in students. In the research a scaling technique is applied, whereas as an instrument – a survey – scale with closed question for the opinions and views of the teachers for the creativity in school. Starting from the contemporary relevance and scientific placement of the problem that is researched, afore all the development of the capacities of the students for the educational work and for the society overall, I believe that this paper possesses adequate justification and application in advancement of the educational process.

Keywords: creativity, teacher, teaching, encouraging, motivation, assessment

Introduction

A special place in the focus of new requirements of the educational process occupies the development of the creative abilities of young people in the function of promotion of the economic and business development of the country in general.

Creativity represents one of the key words in the projections of the human existence in the third millennium and in the recommendations for development of the educations that are given by all the relevant international institutions. In the 21st century the creativity is regarded as a social and individual need of the human.

The need for the young people to be given opportunities and space to discover and experiment in any given situation is emphasized increasingly.

The teachers in school have an honorable task with their overall work and view to contribute in encouraging the creativity among their students. They, firstly, will develop motivation for creation among their students, whereas the students on the other hand should feel the need, drive to create something. Therefore, it is necessary to give them specific creative tasks, clear instructions for work, specific objectives they should realize.

The views are significant for the creative work. The positive views of the teacher towards creativity are important for the creative work of the students and should constantly be transferred to the students. School is considered as the most appropriate environment for this objective, the place where the creative talent should be discovered, nurtured transmitted and developed. In the world there are many programs for encouraging the creativity as an integral part of the education of the students, so the school can be a place where, despite acquiring knowledge, the creativity is nurtured and supported (Vrbović, B., 2005:65).

Teachers' opportunities for creative actions are great. He gets in the creative process if he consciously accepts alternative solutions and routinely refuses common reactions. The teacher must know that creativity requires a permissive atmosphere, in which the child mustn't feel fear, but must be encouraged to research, experiment, think and be interested. Freedom and spontaneity are the keys of creativity. The strategic role of the teacher depends on the consideration of the needs of the students, increase of the encouraging actions for performing tasks, decrease of possible frustrations and increase of the opportunity for personal propaganda.

Teachers and their capabilities for identifying and developing students' creativity

In order to build positive views for creativity it's important to experience the educational process as pleasant. The students should feel pleasure and desire for creative activities. Creativity and initiative are fundamental

decisions of teachers' vocation. Knowledge that is acquired through practice based in contemporary theoretical knowledge. With a permanent personal and team education the knowledge turns into a style of practical actions and grow into creative capabilities and professional competences of the teacher. Only a teacher with such qualities can develop sense into the students, challenge and satisfy the need of creative types of research (Stefanović, M., Papotnik, A. Gumzej, G., 2002:87-97).

In the process of creativity the teacher will help the students in different forms:

1. Encouragement, appraisals, approval, giving recognition.
2. Pointing errors in order to find a better way in solving problematic situations (Stevanović M., 2003:200).

The teacher, at first appears as a creative personality in different teaching situations. From the position of creative knowledge, the teacher is using the teaching materials as instruments through which students get educated to act creatively. The teaching activity rises to a higher level of the educational process which is expressed through the phrase creatively learning for creativity. (Jovanovska-Petrova, M., Petrov, N., Stevanović, M., 2004:78). The possibilities of developing the creativity in the teaching are numerous. Creative teachers are the main forces who in different teaching subjects find suitable contents for creative work. Creativity in teaching can also be encouraged in other ways.

In the first place we should point out the willingness of the teacher to behave with high respect towards the unusual questions and ideas of the students. The teacher points out the value of the questions and the unusual ideas.

In the second place the maintenance and constant development of the curiosity of the students can be pointed out. The following actions will come afterwards:

- Encouragement of initiative,
- Different approaches and decisions,
- Liberation from fears of making mistakes.

Despite this, other surroundings are important such as: organization of the teaching; relevance; and rationality. (Stefanović, M., Papotnik, A. Gumzej, G. 2002: 90). Every teacher should be able to identify the creative students, in order to successfully enable the creative impulses. There are many indicators according to which creative individuals can be identified: solves problems in an unusual way; thinks of unusual and surprising solutions; first gives ideas; suggests solutions for disputable situations, explains through drawings, skillfully communicates through text, signs and drawings; fully comes to life in creatively solving tasks; includes analogies and conclusions while solving tasks; wants to cooperate in task from projects; shows initiative and is delighted by the tasks; can concentrate for solving the problem; suggests ideas and alternative solutions; makes questions and suggests alternative answers; shows openness for research and experimenting; shows abilities for abstraction and operation in abstractions; ability to conclude based on intuition; ability for generalizing and finding similarities in the different; ability to find original solutions; participates in competitions etc. The creative students can also be noticed through high intellectual abilities, emotional stability, imagination, associating ideas in an unusual way and shows an unconventional process of thinking.

The teacher should follow the contemporary trends in the theory and practice in working with gifted students, through which the personal efficiency will increase, and will create perfect conditions to determine whether any of the students shows abilities for creativity (Кеверески, Ј. Зборник, 69). Creativity is actually an individual activity, which even when it is deeply rooted in a community, is not a collective one (Suchodolski B., 1988:67-69).

Creative activity is based on complex creative capabilities, such as curiosity, originality, flexibility, fluency of ideas, fantasy, tolerance towards ambivalent openness of the spirit etc. (Маринкови, С. 2003:83). The question is what are the conditions for the development of creativity? This undoubtedly is one of the primary questions which are asked in the pedagogical theory and practice. Many wrong views usually exist in the interpretation of the factors, conditions and possibilities for development of creativity (Mitrović D., 1963:154). One of the conditions for encouraging and manifestation of creativity is the support of the children's' imagination which is very important for the mental growth and the creative creation. In fantasy the child finds a live device to supplement its emotional life. Imagination as the basis for every creative activity appears in all the fields of the cultural life. In that sense everything that surrounds us and that is created by the human, the whole world of culture, apart from the world of nature is a product of the human fantasy and the creativity based on that fantasy. (Vigotski, S. Lav, 2005:14-19.) One of the conditions for encouraging creativity is acquiring and accumulation of knowledge from certain areas. You cannot create out of nothing. A step forward is presented by the reliance from the previous knowledge and habits, achieved results and solutions. As a result to this, among students awareness that the acquisition of this knowledge as a value for oneself and condition for the further and creative behavior in particular should be developed. Teaching to think, solve problems, to use and apply the acquired knowledge, should be a part of the overall total school experience, not only of the way of operation and behavior of the creative students. Also, inclusion of the individuals and group (in the classroom) in solving a

particular task is important. This presents a part of the social context of the creativity which is very necessary. Dialogue, cooperation, exchange of ideas etc, contributes in the enrichment of the individual and the group in which they operate. (\or|evi}, B. 2005:65). The motivation for cognition is integral and essential factor for every, and creative production in particular of the which is not only a mediator or supporter for the performance of the pedagogic objectives in the school, but also in its own is an important pedagogical objective. Motivation mostly is manifested as a mix of motives with dynamics, regulative and integrative function (Krstič, 1988).

It is evident that encouraging creation in students mostly depends from the methods that are implemented in education. Conservatism, inertia and the leak of pedagogical culture are often one of the reasons for lagging of this area in pedagogical activity. On the other hand, in order to encourage creativity, the existing methods are not enough, therefore it is necessary to introduce special methods which will enable thought, emotions, imagination and action find themselves in one synthesis. (Mitrovič, D. 1963:171).

Assessing the teachers in terms of encouraging and manifestation of creativity in creative teaching

Subject of this research is analyzing the views of teachers for their assessment in terms of encouraging and manifestation of the creativity in creative teaching in function of developing the creative capabilities in students.

The objective of this research is acquiring knowledge of placement of creative teaching, creativity of the teachers and their influence in the development of creativity in students.

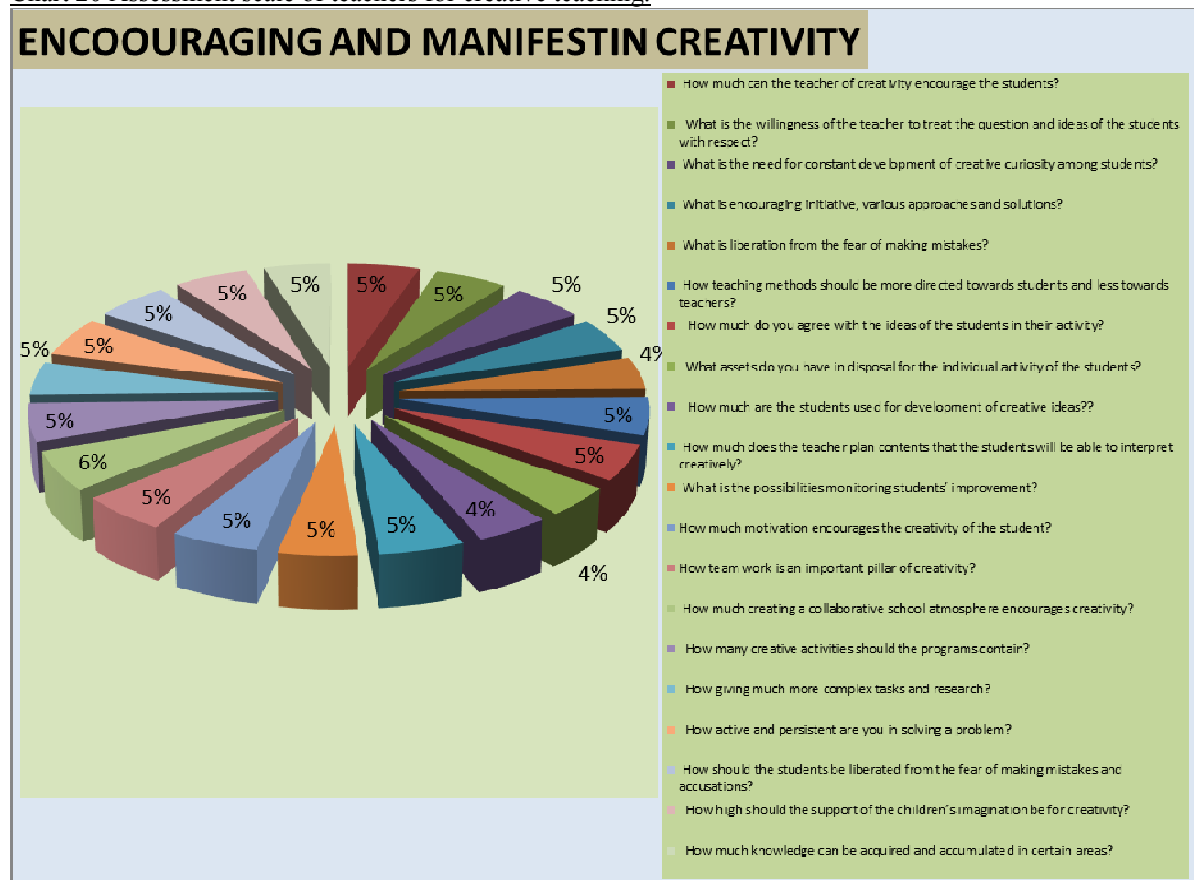
Analysis and interpretation of the results from the assessment scale of teachers for creative teaching

Review No.1 Assessment scale of teachers for creative teaching

ENCOOURAGING AND MANIFESTIN CREATIVITY	POINTS	\bar{X}	RANK
1. How much can the teacher of creativity encourage the students?	530	4,20	8
2. What is the willingness of the teacher to treat the question and ideas of the students with respect?	532	4,26	7
3. What is the need for constant development of creative curiosity among students?	537	4,30	6
4. What is encouraging initiative, various approaches and solutions?	492	3,93	15
5. What is liberation from the fear of making mistakes?	454	3,63	15
6. How teaching methods should be more directed towards students and less towards teachers?	530	4,24	8
7. How much do you agree with the ideas of the students in their activity?	518	4,14	10
8. What assets do you have in disposal for the individual activity of the students?	433	3,46	17
9. How much are the students used for development of creative ideas??	453	3,62	16
10. How much does the teacher plan contents that the students will be able to interpret creatively?	520	4,16	9
11. What is the possibilities monitoring students' improvement?	487	3,90	13
12. How much motivation encourages the creativity of the student?	542	4,33	5
13. How team work is an important pillar of creativity?	542	4,33	5
14. How much creating a collaborative school atmosphere encourages creativity?	566	4,53	1
15. How many creative activities should the programs contain?	538	4,30	6
16. How giving much more complex tasks and research?	465	3,72	14
17. How active and persistent are you in solving a problem?	560	4,48	2
18. How should the students be liberated from the fear of making mistakes and accusations?	544	4,35	4
19. How high should the support of the children's imagination be for creativity?	551	4,41	3
20. How much knowledge can be acquired and accumulated in certain areas?	491	3,94	11

The assessment scale of the results of teachers for creative teaching consists of 20 scales for encouraging and manifestation of the creativity, with a population of 125 teachers.

Chart 20 Assessment scale of teachers for creative teaching.



In the 20 given questions of 1-5 points the following results are obtained:

1. First question, how much can the teacher encourages the creativity in teaching is with an average value of 4.24. That indicates that the teacher can encourage the student for creativity with a high level of probability of fulfillment.

Points	\bar{X}	Ranking
530	4,24	8

2. Second question, what is the willingness of teachers to treat the question and ideas of students with respect, from the teachers' side, out of five possible levels is with an average value of 4.26 which indicates a high level of assessment of the teacher towards the questions and ideas of the students. This shows that the assessment is in a very high level.

Points	\bar{X}	Ranking
531	4,26	7

3. Third question, what is the need of constant development of creative curiosity among students, is assessed with 4.30 which reflects the need of the constant development of creative curiosity among students.

Points	\bar{X}	Ranking
537	4,30	6

4. Fourth question for the assessment is the initiative, various approaches and solutions in the implementation of the creative teaching, the teachers assessed it to 3.93 from the scale of five units. This indicator also is very high and portrays the endeavor of the teachers to encourage initiative.

Points	\bar{X}	Ranking
492	3,93	15

5. Fifth question, what is the liberation of fear from making mistakes is related to the liberation of fears from making mistakes, unlike other assessments the surveyed teachers assess that they liberate themselves from the fear of making mistakes in the process of creative teaching, however as an

innovative approach it is still present among a number of teachers which we assume that it can make the process of the realization of creative teaching by those teachers more difficult.

Points	\bar{X}	Ranking
454	3,63	15

6. Sixth question how the educational methods should be more directed towards the students and less towards the teachers is related to the assessment of adoption of the educational methods towards the capacity of the student. From the studied data it is obvious that most of the teachers 4,24 agree that the educational methods should be directed towards the encouragement of the student learning the educational content with the application of the creative technology.

Point	\bar{X}	Ranking
530	4,24	8

7. Seventh question – how much teachers agree with the ideas of the students in their activities is related to the assessment of the teachers in agreeing with the ideas of the students in the process of realization of the creative teaching. A significant number of teachers accept the ideas of the students for creativity, with that they encourage them to be creators in learning. The data processing shows an average value 4.14, points 518 and Ranking in the 10th place out of 20 assessments.

Points	\bar{X}	Ranking
518	4,14	10

8. The eighth assessment of teachers on the assets they have in disposal in the individual activity of the students is related to the assets they have in disposal in the individual activity of the students. With this assessment teachers confirm that are a little satisfied from the assets that students have in their individual activity with a medium value of 3.46. Thus, their assessment is in a really low level i.e is ranked in the 17th place.

Therefore, we assume that the low ranking is primarily related to the disposal of contemporary technologies (computers, video beam, and power point).

Points	\bar{X}	Ranking
433	3,46	17

The abovementioned data presents the real condition of the scale assessment of the teachers in this question.

9. The ninth question of the scale, how much are the students used for the development of creative ideas, is also ranked at a low level in the 16th place with an average or arithmetic value of 3.62 that indicates that teachers asses that students are restricted in the development of creative ideas. We present the obtained data with the aim to get a clearer picture of this assessment.

Points	\bar{X}	Rinking
453	3,62	16

10. Tenth question – How much does the teacher plan contents that the students will be able to interpret creatively, assesses teachers' capacity in planning contents that can be interpreted creatively by students. Even though teachers assess relatively high 4.16, however, ranking in the ninth place indicates that primarily not only they are critical but also real in this assessment.

Points	\bar{X}	Ranking
519	4,16	9

11. Eleventh question, what are the possibilities for monitoring the students' improvement, is related to the assessment of the teacher for the capabilities to monitor the improvement of the students;

This question, from teachers' perspective is assessed in relatively low level with an average value 3.90 and ranked 13th, which indicates that teachers are critical and objective in the assessment of the weak capability monitor the students' improvement.

Points	\bar{X}	Ranking
487	3,90	13

12. Twelfth question, how much motivation encourages the creativity of the student is based on the assessment of the teachers that how much motivation in education teaching encourages the creativity of the student.

The assessment of this question with 4.33 is ranked in the fifth place, which highlights the reality of the teachers

not only to the significance of motivation in education but also the shortcomings that may occur in creative education if the teacher doesn't motivate the students.

Points	\bar{X}	Ranking
542	4,33	5

13. The following question – how team work is an important pillar of creativity, in the assessment scale of teachers is related to the assessment of the knowledge of team work in creative education. Most teacher give high assessment on the significance of team work which represents a step forward in the realization of creative education.

The assessment with an average value 4.33, in the fifth place of the ranking from 20 questions confirms the necessity of applying team work. This is confirmed with the following data:

Points	\bar{X}	Ranking
542	4, 33	5

14. Next question, how much creating a collaborative school atmosphere encourages creativity, is an important question in the assessment scale of teachers which is related to the assessment of teachers on the need to create a collaborative school atmosphere that encourages creativity. All the surveyed teachers highlight that building a collaborative school atmosphere is the main force in the process of realizing creative education, therefore they have assessed that the collaborative school atmosphere is ranked in the first place with 4.53 average value.

Points	\bar{X}	Ranking
566	4,53	1

This indicator encourages us to a conclusion that the assessment of teachers for the significance of the collaborative school atmosphere gives optimism for successful realization of the creative education.

15. The next question in the scale – how many creative activities should programs contain, is related to the assessment of the teachers on how much space do the teaching programs give for realization of the creative education.

With this assessment the teachers have perceived the reality of adoption of the program contents in the creative education. Their assessment that programs basically give space for the realization of creative education even though ranking in the sixth place, and an average value of 4.30 points on the need of making much more adoption of the programs for this kind of education.

Points	\bar{X}	Ranking
538	4, 30	6

16. The question, how giving much more complex task for research affects creative teaching, the assessment of the teachers for the presence of more complex tasks for research in the domain of creative teaching shows that teachers believe that more complex tasks for research are neither adequate nor stimulating in the current implementation of creative education ranking it in the 14th place of the ranking question with an average value of 3.72.

Points	\bar{X}	Ranking
465	3,72	14

17. The seventeenth question on how active and persistent are the teachers in solving problems, is related to the assessment of the teachers, their activity and persistence while solving problems while realizing the education.

Most of the surveyed teachers assess that they attend both activity and persistence in the process of the application of relatively new approaches of creative teaching because it significantly is different from the classic teaching. Most of the surveyed teachers own this ability ranking in the second place with an average value of 4.48.

Points	\bar{X}	Ranking
560	4, 48	2

18. In terms of the question of assessing the teachers to liberate the students from the fear of making mistakes and accusation, the data that are presented show that teacher not only are conscious from the danger of these kind of accusations but are also conscious that they should make great efforts to liberate the students in creative thinking and actions primarily due to the fact that at one point of their education and even know the mechanic learning and interpretation was present. The significance of these

assessment is presented with the following values:

Points	\bar{X}	Ranking
544	4,35	4

19. How high should the support of children's fantasy be for creativity? An important question in the assessment scale of teachers that is related to the role and support of the children's imagination in creation. A significant number of the teachers assess this activity as a helpful force and base off the process of implementation of creative teaching. Helped not only from the teaching but also from the possibilities offered by the contemporary technology which is increasingly available for the students. The teachers assess it as a very important process and rank it in the third place from the 20 question with an average value of 4.41.

Points	\bar{X}	Ranking
551	4,41	3

20. The last question on how much knowledge can be acquired and accumulated from certain areas in the assessment scale of teachers is related to the possibility of acquiring and accumulating knowledge in certain areas. Bearing in mind that this type of teaching gradually enters in all spheres of the teaching programs we believe that the answer of the teachers does not support this approach, only in certain teaching contents in school programs defined in advance.

Therefore, we assume that they consider this approach as somewhat appropriate and rank it in the 11 respectively 13th place with an average value of 3.94.

Points	\bar{X}	Ranking
491	3,94	11

In terms of the basic and bearing indicator in the assessment scale of teachers, it was assessed with an average value of 4.11, thus assuming that they have perceived the basic parameters in the implementation of creative teaching and thus confirming the fact that our teachers have the capacity and knowledge for the realization of creative teaching in schools.

- The data in the research confirm the significance of the teacher primarily in relation of making understandable questions while teaching, choosing lessons with interesting contents that will pave the road to creative learning.

- in terms of the research, excellent students (with exceptional achievement) dominate with the highest percentage (with 66.38%) as well as very good students (with a substantial achievement) (with 44.89%) that confirms the already constructed finding that in the classroom excellent and very good students dominate. These students and students with lower achievement believe that the collaboration in classroom is main encouragement for the activity of the students in class.

CONCLUSION

The process of implementing creative teaching is long and that the usual learning at home, individually as well as with the help of homework is still present in our schools. However this information should be directed to making possibilities for studying in school, in the process of various forms of learning i.e mastering of learning contents.

One of the main tasks of the teacher is to accept (realize) the fact that the development of creative capabilities in students represents a base for creative teaching and creative approaches in general. The assessment of the teachers for the significant issues in the realization of creative teaching contributed to this research to perceive the basic parameters for successful implementation of the creative teaching.

The basic rankings i.e the lowest ranks in the assessment scale are related to the collaborative school atmosphere. Persistence while solving problems, support of children's imagination for creativity and liberation of students from the fear of making mistakes and accusations in the process of successful implementation of creative teaching in school. The assessment of teachers for the significant questions for the realization of creative teaching contributed to this research to perceive the basic parameters to successfully implement the creative teaching.

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