NURTURING CREATIVITY IN EDUCATION

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While creativity is often linked with academic subjects such as the visual and performing arts, it can be found in all subjects. This is true from the early years when students are establishing the foundation for knowledge and competencies in their subject areas and recognizing their areas of interest in the later years. When students develop a variety of strategies to transmit, summarize, and obtain information for assessments, they are likely to attain higher grades. The application of diverse pedagogical approaches can lead to improved student performance. Teachers who showcase their own creative ability will inspire students to be more confident in their own learning.

Creativity is recognized as essential for economic advancement and social growth, as well as individual affluence. It pertains to the desire for creative imagination and individuality on a personal level. According to Martha Nussbaum (2011), the dignity of humans and their progress are grounded in each individual's abilities, including the core abilities of creativity like the ability to apply the senses, imagination, thinking, and reasoning, as well as the learning programs required to realize these potentials.

Creativity is also essential for advancement in information literacy. Work is progressively being done by each member while shouldering significant responsibility. Workers must constantly adjust to new circumstances and problem-solving concepts. Individuals have more opportunities to align goods and services to their necessities in a manner that was not possible in societies that stressed the production and consumption of standardized products, relying on their creative abilities (Miller & Bentley, 2003).

Leaders from the public, private, and social sectors are increasingly being called upon to address new challenges and opportunities. Individuals and societies that value

creativity and exploration are more likely to benefit from knowledge-intensive nations (Michalski, 2011). It is not strange that creativity is a primary concern for learning and is core to the argument for 21st century learning around the world. The creative process, recognized as problem-solving, is the most well-known aspect of creativity. This leads students from a question to the development of ideas, the assessment of information, and the presentation of potential solutions. Students can generate ideas by writing down what they know about a specific problem and then looking for connections that could illustrate causal connections. Start with a sequence of open-ended questions. This is an effective method in subjects like science, where students investigate the causes of chemical or biological occurrences. Students who are studying chemical reactions may be asked if all components freeze or boil at the same temperature. Exploring the group's collective knowledge may provide a more complete view than students demonstrating their individual understanding. For example, a class that is studying urban design in various countries was asked if they had visited any of the countries being talked about. The insights provided by the students who had visited cities in a variety of countries resulted in more innovative ideas from the group when attempting to resolve some of the issues of urban environments, such as overcrowding and waste disposal. Another inventive approach is to use a method to document ideas as they arise using post-it notes.

The selection of ideas is the next step in the creative process. There are several methods to choose from that may best suit the students' learning objectives. A vote is a quick and easy method. When using post-it notes, students sort the records into classifications and then vote on which information they think has the best possibility of resolving the problem. Voting can be done openly or in secret using a digital application like Kahoot. Another method for selecting ideas is through the prototyping process, where students exhibit their insights. In physical education, for example, students may be asked to restructure a game by modifying a specific rule. Students could show how this rule would improve the game's enjoyment. Prototyping a series of guidelines over a

specified period of time will show students the beneficial effect of the changes. Categorization is an excellent method for choosing the best ideas that work in developing innovative learning.

Students must acquire certain behaviors and qualities related to creativity in addition to the multi-perspective skills of idea creation and selection. Intellectual curiosity, responsiveness to ambiguity, and the capacity to see things from different points of view are examples of these. Students acquire a greater knowledge of the subject taught as well as profound cultural knowledge among the students in the class by strengthening their previous understanding.

References:

https://theeducationhub.org.nz/creativity-at-secondary-school/

https://www.researchgate.net/publication/264563051_Nurturing_Creativity_in_Education