

TEACHER AND THE CREATIVITY IN THE MODERN EDUCATION

Muamer Alla, Shkendije Alla

Abstract: The modern conception of education requires compliance with educational trends in the developed countries. The purpose of modern education is the affirmation of the concepts that develop the thinking and creativity.

Teaching staff as carriers of the upbringing - educational activities, have a broad spectrum of activity, or have the most noble mission to educate the young generations. Specifically as carriers - implementers and active partners of the educational curricula and the activities, establish mutual relations and connections for interaction with students acting as accomplices and partners for the adoption of productive knowledge and the development of the intellectual abilities, creativity and critical thinking.

The development of creative thinking in students from an early age is an important part of their further education. The latest psychological and pedagogical achievements are aimed at new, different, futuristic way of teaching and education. The process of change is aimed at building an autonomous, free and creative students. Efficiency of the educational process depends on stimulating the creativity among students in it. Creativity should be fostered through education.

Teachers can not develop creative abilities of their students, if their creative abilities are undiscovered or suppressed. Creative teaching and teaching creativity contain all the features of good teaching, including high motivation, high expectations, communicational skills and ability to develop interest.

Keywords: contemporary teaching, teachers, creativity, productivity, knowledge, learning

Introduction

In the modern society it is more expressed the need for authentic, original and creative solutions and ideas as well as for people which are ready for creation and introducing innovations. Consequently, the question of development and nurturing of creative potentials arises, whereby the process of upbringing and education plays an extremely important role. In

the context of the general social changes that are exposed to schools, the conditions for the development of creativity become a significant pedagogical and social issue. It is certain that in today's teaching and other work in the school, many things need to be changed. In that meaning, today we are talking about changes in the school. Today, the situation of giving already prepared knowledge to students is overtaken. At the center of the modern demands is the empowerment of students to reach their own knowledge throughout their lives, to know how to use them in their work and life, and by themselves to come to new insights, new inventions that will make life easier for them. In line with all the innovations that the educational process needs to undergo, the demand for creating creative abilities among students enters the center of interest.

The school is a place where creative talent should be discovered and nurtured. For the school to be a place where beside gaining knowledge, also the creativity is nurtured and supported. There are many programs in the world to encourage creativity as an integral part of students' education.

The student's and the teacher's creative personality is a new paradigm in teaching. It can not be talked only about the teacher or just for the student as a creative person, since these subjects are conditioned among themselves. Here is a new emancipatory and creative concept (Stevanovic, M.: 2003).

The student and the teacher are a strong cognitive affective relationship by their own characteristics, and cognitive creative abilities. Jensen points out "What you think of the student affects his chances of success" (Jensen, 2003, p. 122). Jensen rightly states that there are no failures in the classroom, but there are often falls that are not recognized. The student and the teacher can not be separated. Therefore, the teacher should develop procedures for joint planning with students, to have built-in predictive instruments and internal strength needed for designing and implementing complex operational organizational and control mechanisms. In short, are needed joint planning-energy-motivation. (M. Jovanovska Petrova., Petrov, N.Stevanovic, 2004:82).

The time in which we live in is determined by the action of numerous factors that suggest changes in all spheres of human life: the scientific - technological revolution, and in this context the changed amount of science, production and education, the information society, which increasingly determines the overall development of one country. The speed of changes in life is the essential for the social cultures and civilizational transformations in society. All reforms and changes in education have a particular impact on the teacher who

was, is and will remain, the pillar of the contemporary educational process, the number one factor on which depends the successful realization of the teaching, despite the increasing application of modern teaching and audio-visual means. Therefore, the teacher must be, first of all, well-educated and professionally educated and capable of his / her function, his / her profession, and especially in modern living conditions.

In order for the teacher to satisfy all the requirements and needs that are brought with the many changes in life and work, it is illusory to think that the education gained during schooling is sufficient. The modern school increasingly requires the teacher to act as a consultant, work organizer and learning of pupils and the instigator of self-education, as well as the methods and techniques for self-knowledge acquisition. Bearing in mind the above-mentioned findings, the question by itself is appointed about the education of the future teachers.

The teacher as an educator is always in new roles and situations, some of them are only characteristic of this positive, while other characteristics are changing and the new one depending on the concrete social, technological, reformer, challenges of the times that carry numerous tasks and functions of the teachers in the teaching. Specifically, the teacher beside a partner should be a friend, a counselor, a guide, an instigator, a diagnostician, and sometimes a replacement for a parent (M. Stevanovik, 2003: 47).

What does a successful teacher mean?

The personality of the teacher has a significant role and influence in the educational process. The success and progress depends on effective teaching by teachers. A successful teacher has a direct influence on the quality of the educational process.¹

Successful teachers are highly valued by students, parents, and society, because being a successful teacher requires a special set of skills that encourage and motivate students to learn more. When we are talking about a successful teacher, usually are stated some of the personality traits that are desirable for this profession. In fact, the successful teacher should also have some professional and personal skills to successfully accomplish the teaching process.

From here the following questions arise:

- What qualities should a successful teacher possess?
- What is the impact on the success of the teacher?
- What are the factors affecting the success of a teacher?

¹ Teachers Personality and Professionalism, Jaan Mikk, Marika Veisson, Piret Luik, 2010

A successful teacher with some professional and personal qualities contributes a lot to student's achievement, behavior and learning. Being a successful teacher does not just mean having a lot of knowledge in your field, but also to possess organizational, managerial and communication skills, to be able to give instructions and to conduct an objective assessment. Therefore, the successful teacher is responsible for creating a pleasant climate in the classroom, in promoting enthusiasm, motivation and an interactive teacher-learner relationship. It also means being careful and diligent, and above all, to encourage learning. A successful teacher has a range of qualities that include professional and personal skills.

In creating a successful teaching process, there should be an interaction of several key factors that create a basis for successful learning. The knowledge of the teacher, his enthusiasm and responsibility, classroom activities and assessment activities, the successful feedback that confirms the process of classroom learning and successful interaction between the teacher and the students, encourages learning and of course influences the success of the teacher. The term of a successful teacher is defined in various ways according different linguists and theorists. According to the opinions and experiences of the students, there are also different definitions of what kind of person a successful teacher is. According to some, a teacher who is a perfectionist, an instigator, a caring, and according to others it can be that teacher who is intelligent, and above all he is presented as an enthusiastic, interesting, smart and committed to cooperation. The most globally said a successful teacher is the one who, using his work - using potential power - achieves clearly defined goals, as the ultimate effects of the educational process (teaching) he is leading.

According to Holt (1964), learning is inspired by the teacher's knowledge, enthusiasm, and responsibility in creating a warm school climate that will increase the students' desire to learn and will motivate them to accept the challenges of thinking and research in everything that is offered by the teacher.

Stronge (2004) points out that the successful teacher is always in the continuous learning process as a result of the changes that characterize the students' character, in the teaching process and in the society. According to him, the successful teacher has a psychological influence on the students, having a great influence on their achievements and successes.

According to Gibbs² teachers should be able to face the demands, threats, and challenges that occur in the teaching process. He adds that a successful teacher should be

² Successful Educators, Nathan Naparstek, Greenwood, 2002.

persistent, flexible, innovative in new teaching approaches and to be prepared in case of failure.

In the attempt to define the successful teacher Tamblin (2000) is among those who identifies the seven qualities that the teacher should possess. These qualities are the following:

- Competence and creativity;
- Ability to motivate students through positive encouragement;
- Flexibility in the modification of the educational program to match the abilities of students;
- Readiness to take risks;
- Respect for students;
- Caring, warmth, love, and sense of humor;
- Pride for the profession and readiness to move forward;

It can be noted that the first three qualities are related to the skill and expertise of the teacher while the rest are focused on personality and attitudes.

Creativity - the potential wealth of every individual

Children's creativity - the phenomenon of children's creativity has kept scientists preoccupied for years. Despite differences in approach and interpretation of children's creativity, they all agree in one - the creativity of children is related to the game.

The game is the central and dominant activity of a child. Without it, as a form of behavior and need, the normal (psychophysical, emotional and social) development of a child is not possible. A child's play reveals the world that surrounds him, he discovers himself, explores, teaches and creates. It brings out the child's ability, sincerity, playfulness of thoughts and emotions, and – which is important for the creativity - motivates imagination.

Imagination is the ability by which it is possible to combine and / or put existing knowledge and experience into some new situations. With the imagination of the child, he enters and experiences wonderful experiences in his world that make him happy and joyful. This joy and happiness children express through the so-called creative "impulse", "sparkle" of creativity, active participation in life manifestations. For the upbringing of creativity, it is of particular importance that this inner need of children is to express and create.

Creativity is recognized in children on their drawings, in different constructions, in speech. Encouraged by curiosity, the child asks unusual and witty questions, gives rare,

unexpected and interesting answers, we would say that the child is telling his story. Creative child is spontaneous, open and expresses his imagination freely.

Encouraging creativity in school

The development of creative thinking among students at the youngest age is an important part for further education. The latest psychological and pedagogical achievements are directed towards a new, different, futurological way of teaching and education. The direction to changes is aimed at building autonomous, free and creative students. The teaching approach is based on extreme differences, individualization, and learning acceleration. (Stefanoic, pp. 10-18). The effectiveness of the educational process depends on the stimulation of creativity among the pupils in it. Creativity should be nurtured through teaching. Teachers can not develop creative abilities with their pupils if their creative abilities are not uncritical or suppressed.

Creative teaching and teaching for creativity contains all the characteristics of good teaching, including high motivation, high expectations, ability to communicate, and the ability to develop interest, inclusion and inspiration (Morris, 2006).

The school is a reflection of the whole society, its valuable orientations and relations that govern it. As a society relation – the school is not one-way but bi-directional, it should be seen at the school as an institution that will (or should) contribute to a faster and more successful establishment of new relationships in society and the preservation and further development of these new social relations. Such a school will reflect the basic characteristics of the society that we aspire - societies of democratic and pluralistic orientations.

The basic characteristic of a democratic society is reflected in the fact that its foundation is not a collective but an individual. This characteristic should also be reflected in schooling, given that the educational process is based on an individual, i.e. the right to differentiation, affirming the personality, which implies that education aims and stimulates maximum development of the creative potential and the abilities of each student.

Creativity is the general human ability that can influence in the process of development, learning and work. The individual differences that appear at the same time are noticeable through the results of the individual's creativity, but also through the conditions and factors that stimulated or impeded him in his creativity.

The company that invests in creative work, which in various ways stimulates and values, will create favorable conditions for the development of creative individuals. A school that does not only scrutinize its tasks as obligations prescribed by curricula, through

monotonous and traditional methods and ways of work, the authoritarian relations of students and teachers, is already turning to the contemporary flows of the teaching process and attitudes in it, and in greater meaning and quality will contribute to the detection and cultivation of the creative expression of children (but also of the adults).

The results of numerous research have shown that it is possible to encourage and develop students' creative abilities in school. And to make it possible, at school it is necessary a lot to change: the organization of work has to be designed and set differently, the choice of teaching and extracurricular activities must be increased, to act methodically different. In particular, it is necessary to change the attitude of the teacher towards his role in the school, as well as his position in the society. Equally, the student attitudes have to be changed toward tasks that they expect in such created and organized school.

Role of the teacher in encouraging creativity

Today's school is exposed to frequent criticism. Therefore, it is particularly stressed that it does not respond to the social demands of the moment and that the position of students in such a school is uninhibited.

It is pointed out that teachers most often use only the content of information that is impartially transferred to pupils without the possibility but also the desire for free access to the prescribed teaching contents.

Pupils are not often allowed to fantasize and invent, it is not paid enough attention to communicational relations. Schools are materially weak-equipped, new teaching tools and teaching materials are rarely meet (and when we find them, teachers are usually not trained to work with them), teaching programs are too extensive, in classes we often have an inadequate number of students. All of this, of course, has a negative impact on encouraging and developing creativity in school. However, it is certain that teachers, with all the stated difficulties (and a number of other difficulties not mentioned herein), can do much to create a creative atmosphere and contribute to stimulating creative behavior among students. Because, the most up-to-date teaching technique and technology, material abundance, ideal programs and the number of students in the classroom - all this is not enough if the teacher does not support creativity. The teacher's ability to encourage creativity in teaching is high. Teacher's creativity is first of all recognized in his preparation for teaching.

Good knowledge of teaching contents (prescribed by the curriculum), selection of the most favorable methods and forms of work, use of available resources and teaching materials

- are a prerequisite for teacher's involvement in the process of creativity. Teacher is the person who needs to identify creative students (because with them most often is befriended from all other friends), monitors and supports their creativity and thus creates a convenient atmosphere for the development of creativity. That is exactly why the teacher is expected to be creative too.

"Freedom and spontaneity are keys to creativity" (Čandrić, 1988, 48) and the teacher must know that creativity requires an atmosphere in which a student must not feel fear and discomfort, but should support him in his efforts to explore, experiment, discover, think. The teacher is the first to help creative pupils recognize themselves and adapt to other pupils.

He needs to talk to his students, listen to their thoughts, accept their suggestions, ideas and opinions, do not quench their unusual questions, constructions, solutions. From teachers is expected to reward creativity instantly, open and allow new views of the pupils, to encourage critical and divergent thinking. Yet, they must not sacrifice their creativity. This requires a new approach to pedagogical-psychological and professional-methodical education of teachers, which means that the curricula for teacher's education should include topics on the development of creativity and creative thinking, to develop methods that encourage students to creative learning.

This, of course, should be done later in their professional and methodical improvement and training through various - well-designed - seminars, professional meetings, assets and similar. Because, (future) teachers need concrete instructions for creative work.

Many didactics and methodologists cite a number of suggestions for creating a working atmosphere in a class that leads to creative development. Here are the following suggestions:

- Adjust the curriculum, within the limits of the possible one, to each student
- Encourage students to work independently
- Give pupils enough time to do creative work because creativity does not always show up immediately, but spontaneously
- It is necessary to encourage and encourage divergent thinking among students
- need to be able to listen to students, support and encourage the emergence of new and unusual ideas and answers
- students should be allowed to choose and participate in decision-making (democratization of classroom work)
- It is necessary to adjust, if possible, the interests and ideas of students
- should be created an atmosphere of mutual respect among students and between

students and teachers

- Avoid criticism (as much as possible)
- You should not be afraid to start something new, different and initially uncertain.

Bearing in mind the importance of developing creativity on the one hand and the possibilities of developing this ability on the other hand, teachers and all others who can influence in any way on the development of future, upcoming generations are an important and it is set a demanding task, which is related to the detection, encouraging and developing potential creative abilities. This task, also can be creatively raised by the teacher. A creative teacher is distinguished by the great wealth of knowledge, excellent knowledge of culture and art, appropriate upbringing, constant readiness to work and acquire new knowledge, and perfecting their own habits and skills.

The main characteristic and orientation of a creative teacher is to introduce as many innovative methods as possible into his work and the work of the pupils. Therefore, it is in direct and continuous contact with the flows of modern teaching technology, forms and methods of work. The teacher is very patient and close to his students, accepting their creative ideas. Simply, a creative teacher is "in love with his call" (Stevanović, 1986).

Encourage creativity in students

In order to stimulate students' creativity, the emotional atmosphere in the classroom is very important. The emotional atmosphere gives students a great opportunity to express themselves creatively and conditions the reactions of other pupils (environments) to his creativity. The creator of the emotional atmosphere in the class is the teacher. He is expected to establish with his students a relationship of full understanding, respect, immediacy, honesty and trust. A preferential emotional atmosphere in students encourages divergent thinking and creative learning. If students are interested about a problem situation, they will, in relation to that problematic situation or problem, create positive attitudes that will help solve the problem.

Students in this atmosphere are subjects of teaching, communicating with each other, making decisions, solving problems, coming out of problem situations with visible satisfaction and each proposal of the solution is evaluated. The creativity of students consists of a free, not a rigid application of knowledge. This free scheme of student's creativity is characterized by originality, flexibility and elasticity in the application of knowledge.

The task of the school is that at students to develop skills that will help them to cope

with any challenge (problem) that stands before them as an obstacle and find the best, most optimal solution to this challenge.

Conclusion

The fact that the last years more often is spoken and more obviously about the creativity of children and youth, persuade us to the conclusion that society saw the need for creative individuals and their ideas. The education system in its entirety, and particularly in the pre-school education and the school upbringing and education, have complex tasks related to the development of the children's creative potentials. In front of the school facilities and schools in our country, considering all the circumstances in which we as a society, are largely organized and equipped to give a significant impetus to the development of the creativity of the children. In the education should be introduced a spirit of novelties, new trends and insights that will provide opportunities for the development of student's creative potentials. The school, with its readiness to offer extensive quantity and variety of content and activities necessary for the students, depending on their interests to develop their creative-expression potential, really represents a stimulating and favorable environment.

An important role in the development of children's creativity in teaching have the teachers who through their actions can influence the encouragement or braking of the creative potentials of the children. The teaching itself is very important in the development of an authentic individual expression of the child's favorable environment for the school, the conditions that foster humane approach, tolerance towards the individual, acceptance of the child's initiatives and manifestation of the child's own character.

One of the primary tasks of the teacher is to accept (realize) the knowledge that the development of the creative abilities of students assumes the basis for creative teaching and creative approaches in general. Creative teaching has greater perspectives in realizing a successful teaching process. Teachers should seriously devote themselves to the study of the most effective types of incentives for success in creative teaching.

The creativity of the teacher makes him a impetus and implementer of this new process in the educational work, which creates perspectives for higher achievements of the students in the educational process.

LITERATURE

1. Čandrlić, J. (1988). Kreativni učenici i nastavni proces. Rijeka: Izdavački centar.
2. Furlan, I. (1990). Psihologija podučavanja. Zagreb: Školska knjiga.

3. Ozmec, S. (1987). Odgoj kreativnosti. Varaždin: Općinski Savez društava "Naša djeca".
4. Previšić, V. (1984). Poticaj kreativnosti u školi. U: Odgoj i samoupravljanje, Zbornik broj 1, str. 47–74.
5. Petz, B i sur. (1992). Psihologijski rječnik. Zagreb: Prosvjeta.
6. Stevanović, M. (1986). Kreativnost nastavnika i učenika u nastavi. Pula: Istarska naklada.
7. Tanacković, S. (1978). Razvijanje stvaralačkog mišljenja u suvremenoj nastavi matematike od I. do IV. razreda osnovne škole. U: Naša škola, Sarajevo, broj 9–10.
8. Dryden, G. /Vos, J. (2001). Revolucija u učenju: kako promijeniti načina na koji svijet uči. Zagreb: Educa.
9. Morris, V. (2006). Creativity, it's place in education, Belgium: JPB.
10. Stevanović, M. (2000). Modeli kreativne nastave, Tuzla: R&S.

PhD *Muamer Alla*

Ss.Cyril and Methodius University in Skopje
Faculty of Pedagogy "St. Kliment Ohridski"
Skopje, Macedonia
E-mail: muamer_alla@yahoo.com

PhD *Shkendije Alla*

Ss.Cyril and Methodius University in Skopje
Faculty of Pedagogy "St. Kliment Ohridski"
Skopje, Macedonia
E-mail: shkendije.alla@yahoo.com