DEVELOPMENT OF CREATIVE THINKING SKILLS IN THE TEACHING - LEARNING PROCESS



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Annotation

Creativity is one of the most appreciated learning skills in the XXI century. The development of creativity has been considered essential in order to achieve an effective and a high- level learning. As different approaches to its study, creativity has been defined as a result, as a process, as a construct derived from the influence of the context and of the experience and as a personality feature of human nature. The aim of this contribution is to explain the study of creativity from the mentioned approaches to achieve a comprehension of such construct.

Keywords: creativity, divergent thinking, thinking skills, teaching- learning process, creative strategies.

Annotatsiya

Kreativlik XXI asrda eng qadrlanadigan o‘rganish qobiliyatlaridan biridir. Samarali va yuqori darajadagi ta‘limga erishish uchun ijodkorlikni rivojlantirish muhim deb hisoblangan. Uni o‘rganishga turli xil yondashuvlar sifatida ijodkorlik natijasida, jarayon sifatida, kontekst va tajriba ta‘siridan kelib chiqadigan konstruksiya va inson tabiatiniong o‘ziga xos xususiyati sifatida aniqlandi.

Kalit so‘zlar: ijodkorlik, turlicha fikrlash, fikrlash qobiliyatlari, o‘qitish- o‘rganish jarayoni, ijodiy strategiyalar.

Аннотация

Креативность - один из наиболее ценимых навыков обучения в XXI веке. Развитие креативности считается необходимым для достижения эффективного и высокого уровня обучения. При различных подходах к ее изучению креативность определялась как результат, как процесс, как конструкция, возникающая под влиянием контекста и опыта, а также как личностная черта человеческой натуры. Цель этого вклада - объяснить изучение креативности с точки зрения упомянутых подходов, чтобы достичь понимания такой конструкции.

Ключевые слова: креативность, дивергентное мышление, навыки мышления, учебно-познавательный процесс, креативные стратегии.

Creativity is one of the most appreciated learning skills current the XXI century [1]. Creativity is conceived as a higher- order thinking skill based on complex and post-formal thought concerned with the creation of new and valuable ideas. [2, 3]. Higher- order thinking skills are those involved in proficient and strategic thought, and these skills comprise critical, creative and metacognitive thinking, also known as deep learning. [4].

Creativity is essential in human development and his personality. It begins to be developed from the first years of school, continues into higher education, and increases through the number of experiences that the individual has, and to the extent that the activity of teachers could promote it.

Other authors are relevant in addressing and highlighting creativity as a specific thinking process, such as Torrance, Maslow and De Bono, among others. Torrance [5] describes creativity as the hypotheses development and validation process, defines creativity as sensitivity to problems, deficiencies and gaps in information, the absence of certain elements, etc. which leads to formulate suppositions and hypotheses about solution, etc. which leads to formulate suppositions and hypotheses about their solution, evaluate, test and modify these assumptions to communicate the findings.

The main strategies for the development of creativity are:

- Brainstorming. Its objective is conduct a group or a project to get as many ideas, suggestion, valid alternatives and original ideas as possible. This strategy can be applied in a single phase, in which each participant prepares its own list of ideas and then be shared with other individuals, in a second phase of work in pairs and in a third phase of group work. Eventually it is needed to evaluate all the ideas and choose the best.

This strategy has four basic rules:

1. Critical judgment is excluded. Do not reject any idea how absurd or strange it may seem.
2. The free imagination is welcomed.
3. The amount is demanded.

- Attribute listing. This strategy consists of moving the attributes of an object or situation to another object or situation. Its aim is to explain the student to grasp the characteristics of the objects and transforming them to generate significant wealth of new ones. This technique should be applied as follows:
  - Focusing on a target or topic of a potential job.
  - Display various attributes or characteristics of the target topic, e.g., if it is an object: shape, color, size, etc.
  - Select those attributes that best describe the object or subject.
  - Thinking about possible changes in each.
  - Modify the characteristics of an attribute without changing other attributes and see what happens.
- Story writing. This strategy encourage imagination by the development of stories and provides the description of different ways for it. Some of these ideas are: create stories from a word or from a randomly selected image, change the main character of a familiar story, transforming traditional stories introducing changes to its continuation or ending, imagine a

fantastic character and create a story from this character (e.g., a man of glass, a man of iron), setting riddles and metaphors of their characteristics.

- Method of the Six Thinking Hats. This method tries to stimulate simultaneously six different ways of thinking related to the symbolic use of six different hats, including:
  - The white hat is neutral and objective. It relates to the facts, data and objectives.
  - The red hat suggests anger and emotions. It provides the emotional standpoint.
  - The black hat is gloomy and serious, cautious and careful. Says the weaknesses and difficulties of the ideas.
  - The yellow hat is cheerful and positive. It includes optimistic hope and positive thinking.
  - The green hat symbolizes the abundant, fertile growth and new ideas.
  - The blue hat is cool, symbolizes the color of the sky that is above all. It relates to the control, organization of thought processes and the use of other hats. One could assume that this hat symbolizes the use of metacognition the use of metacognition.

For this reason, we highlight the importance of the development of higher order thinking skills, more specifically those that have been shown to be most effective in teaching- learning processes, namely critical, creative and metacognitive thinking skills. Traditionally, more attention has been paid in education to the development of critical, analytical or formal thinking skills, and creative thinking processes have been neglected. So far, it has been highlighted the importance of creativity in society and in education, as well as the importance of creativity in everyday life, while it has been shown through this article that the development of creativity can provide an improvement in educational quality and student learning. Accordingly, we believe that creative skills should be developed in all possible contexts, taking into account the personal characteristics of each student, so that they are able to generate creative products in a variety of contexts. In order to develop creative skills and creative thinking, barriers it should be removed and it should be applied creative skills involved in the problem-solving process. The aim is to generate creative products through the use and application of creative strategies intentionally in the teaching-learning process.

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