



A BRIEF STUDY OFFOSTER ACTIVITIES AND PROGRAMMES FOR CREATIVITY

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Abstract

A study on "fostering activities and programmes for creativity" explore the ability of creativeness which every individual possess to some extent. It helps the student to think constructively which depends on different environment and conditions provided to the students to foster activities for creativity. In the said research, a study of defense Mechanism was conducted.

Keywords –Activity, Creativity, Ability, Brainstorming, Gaming, Drumatics

Introduction

Creativity is universal. Certain level of creativity is present in every one of us. The study on fostering activities and programme for creativity will be helpful for the full growth and development of the creative abilities of children. The creativity needs nourishment and stimulation.

The said research was conducted to study the following objectives.

- Objectives** – 1) To study the different techniques of defense mechanism.
2) To study many limitations when fails in persons attempt and result in frustration.

Concept and Study of Creativity-

Creativity, as a natural endowment, needs stimulation and nourishment. Most of the creative talent, if not given proper training, education and opportunity for creative expression, results in wastage. Moreover creativity, as we have emphasized earlier, is universal. It is not the monopoly of a few geniuses only. Every one of us, to a certain degree possesses creative abilities. In a democratic set up like ours, it is not only the geniuses who are needed to create, manifest and produce, others whether mediocre or below average are also required to think constructively and creatively.

Therefore it is essential for the teachers as well as parents to realize the need of providing proper environment and creating conditions for full growth and development of the creative abilities of children. The problem is vital but there is a solution. The following suggestions can work satisfactorily in the fostering of activities and programmes for creativity.

1. Brain storming – Brain storming is a strategy or technique allowing a group to explore ideas without judgment or censure. Actual practice the children may be asked to sit in a group for solving problem and attacking it without any inhibition from too many angles. In fact, literally storming it by a number of possible ideas and solutions. Start with the students may be provided with a focus i.e. a particular problem like students unrest, growing unemployment in India, how to check truancy in our school, what to do for improving school library services etc. The students are then asked to suggest ideas as rapidly as possible by observing the following norms -

- (i) All ideas to be encouraged and appreciated, therefore no criticism be allowed during the brain storming session.
- (ii) Students are encouraged to make their ideas as unusual as possible and suggest as many ideas as they can.
- (iii) They are encouraged not to put only altogether separate ideas but to that may be built on ideas already given by the students.
- (iv) No evaluation or comment of any sort should be made until session is over. After the expiry of the session, all the ideas received (preferably written on the black board) should be discussed with everyone free, frank and desirable environment and the most meaningful ideas should be accepted for the solution of the problem in hand.

2. Use of Teaching models – Some of the teaching models developed by educationists may prove quite beneficial in developing creativity among the children. For example, Bruner's Concept Attendant Model in developing creativity in the children for the allotment of various concepts. Similarly, Suchman's inquiry Training Model is very much powerful in developing creativity among children besides imparting training in the acquisition of scientific inquiry skills.

3. Use of gaming techniques – Gaming Technique in a play way help the children in the development of creative aspects. These techniques provide valuable learning experiences in a very related, calmed and evaluative situation. The stimulus material used in such techniques is both verbal as well as non-verbal. For illustration, verbal transaction of ideas, the following types of questions may be addressed to the children :

- (i) Name all the round things you can think of.
- (ii) Tell all the different ways you could use a knife.
- (iii) Tell all the ways in which a cat and a dog are alike.

In non-verbal transactions, the children may be asked to build cube, construct or complete a picture, draw or build patterns. Interpret the patterns of drawing and sketches and build or construct something or anything out of the material given to them.

4. Dramatics – This is the new technique in which on the beat of the drum (dafli) students are encouraged to imagine on the given topic, suppose 'you are flying in the sky'. What do you see now? So pupil gave some thoughts, like can see the school and the town or I have the wings. This way teacher can take out the creative thought for the students.

5. Hands on experiment – Whatever the teacher is teaching, he could give the hands on experiences to the student especially in the subject like science. Teacher can show the student that empty bottle contains air.

6. Art and Craft – School can create a art centre in class rooms where children can freely explore and discover on their own with easy materials kept accessible for them. All you need is a table next to low selves filled with tubs of supplies like crayons, glue, staplers, tape scissors, scraps, colouredpapers and collection of collage materials. Add a paint easel and tub of play dough to expand the possibility of creativity. When children participate in craft project it is important to encourage the student to think up their own twists and turn to make their project unique. So in art and craft teacher can encourage the new way of doing things.

Debate and Elocution or poetry – During assembly of school teachers can give the chance to the student who prepare on some topic for either elocution or poetry made by themselves or teacher can divide the groups among classes and organize debate so the ideas in the form of poem or elocution or debate comes to mind of pupil. Conclusions - Defense mechanism result in healthy or unhealthy consequences which depends on the circumstances and frequency in which the mechanism is used. It manipulates, deny or distort reality to avoid the feelings of anxiety and unacceptable impulses to maintain one's self esteem. It is unconscious. Defense mechanism is good when it allows to adjust to our environment and on other hand it also becomes problematic when it prevent person to face and living in reality.

Conclusion- Defense mechanism result in healthy or unhealthy consequences which depends on the circumstances and frequency in which the mechanism is used. It manipulates, deny or distort reality to avoid the feelings of anxiety and unacceptable impulses to maintain one's self esteem. It is unconscious. Defense mechanism is good when it allows to adjust to our environment and on other hand it also becomes problematic when it prevent person to face and living in reality.

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