

STIMULATING CREATIVITY IN PRIMARY SCHOOL CHILDREN FROM THE PERSPECTIVE OF TRANS AND INTERDISCIPLINARITY

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Introduction. In primary school, interdisciplinarity and transdisciplinarity become a mandatory condition of our teaching process, ultimately intended to contribute to the education and development of the creative children's personality. Interdisciplinary and transdisciplinary approaches to the curriculum in primary school aim to challenge them, and at the same time, to stimulate not only their thinking but also their creativity.

Several studies have shown that the need to stimulate creativity in primary school children represents the success of educational progress. The 21st-century is a period of technological advances, changeability, and new kind of requests. Furthermore, it is essential that creativity fosters lifelong skills necessary in this new era, such as: a) Generation of new idea; b) Making original assumption; c) Multiple problem-solving skills; d) Building self-efficacy [1].

Theoretical background upon creativity. Considering the broad amount of researches that have been done in the psychology of *creativity* and the number of studies that have shaped in pieces of literature, for sure it is very feasible to assume that we comprehend in which psychological aspects are required for the creative process. For example, in 1962, Guilford revealed that the number of publications on creativity between 1940 and 1960 is quite the same as the scientific articles, which pointed out on this issue since Galton first published *Hereditary Genius* in 1870. Moreover, it is ambiguous that since 1962 the amount of issues dealing with the psychological features of creative individuals has decreased. Probably the information may not be comprehensive in all estimations, but we do know a good deal about the motivational and personality characteristics of creative

individuals as well as their cognitive traits, like thought processes, perception, and problem-solving behaviour [2].

Although psychologists studied creativity, they concentrated either on scientific novelty or on the priceless arts in Western culture up until the 1980s. Nevertheless, after a while, the science of creativity has expanded towards creativity in non-Western cultures and the creativity connected to distinct types of art and media, like movies, television, music videos, multimedia, and performance [3, p.6].

By the 1990s, research-based on creativity had intersected with a sociocultural approach, which was on the one hand, an interdisciplinary perspective about creative people and on the other hand, their cultural and social factors. Moreover, the sociocultural perspective brings gathered at the same place multiple psychologists, sociologists, anthropologists who study art, who expressed verbal creativity in varied cultures. Researchers have unravelled that explaining the concept of creativity involves understanding not only individual inspiration but also, social factors like: collaboration, networks of support, education, cultural background.

Previously the 1980s, creativity was considered to be every once in a while relevant to a corporation. Therefore, nowadays most business leaders consider that creativity is crucial to the continuity and durability of their organization [4, p.4-5].

Some perspectives on trans and interdisciplinarity in terms of stimulating primary school children's creativity. This article briefly presents some perspectives on trans and interdisciplinarity from the point of view of the importance of stimulating primary school children's creativity and some theoretical approaches.

Promoting *transdisciplinarity* and *interdisciplinarity* in the primary school system is a necessity imposed by changes and cognitive accumulations in multiple fields, as well as by the complexity and diversity of the problems facing society. Today, more than ever, the primary school children must assume roles and responsibilities, make their own decisions, respond quickly and well to the various challenges of life, using their critical thinking and stimulating their creativity.

Performance appears only if you have integrated knowledge, if you look at reality as an unitary image and if you think flexibly, critically

and creatively. Starting from these realities in education, a content reform was launched, a reform at curricular level; thus, came the approach to the content of learning from a transdisciplinary and interdisciplinary perspective.

The concept of *transdisciplinarity* in these later days is pointed out in various domains and especially in education, that draw on such a perspective in order to smooth the education and to support the achievement of its fundamental purpose, like preparing for integration in real social life [5].

The term of *interdisciplinarity* requires teaching-learning-situations that are meaningful to children. Hence, the circumstances must be contextualized, and such kind of contextualization has to be multi-dimensional, given that, to be constructive the circumstance needs an interdisciplinary perspective. Thus far, for many children in primary school, making apart between school life and daily life is controversial [6].

Creativity begins to become a scientific problem, it embellishes a quasi-general concern of society. At the same time, new perspectives for interpreting the phenomenon of creativity are opening up [7]. Scientists state that hyperspecialization is the enemy of the imagination, it narrows the horizon of knowledge and generates routine. The complex trans and interdisciplinary approach educate the flexibility of thinking and the capacity for operative orientation in the new situations that appear during an activity. It is believed, in this sense, that the third millennium will be "at great cost" the representatives of interdisciplinarity and transdisciplinarity [8, p. 45].

For the primary school level, from the point of view of perspectives on trans and interdisciplinarity, homework should be more complex or simple according to their capacity and in order to stimulate their creativity, it should appeal to children's capacity for critical thinking and creative thinking. Moreover, they should practice their capacity for interconnection and fusion of new ideas, for creating original information and to find solutions to diverse problem situations. These kinds of capacities are completely required to prevail over the boundary of the process of comprehension and to stimulate at the same time their creative capacities [9, p. 129].

Conclusions. To conclude, we would like to bring attention to few aspects which appear essential, in our view, when contemplating the use of trans and interdisciplinarity in the primary school system. In short, it is important to take into account the purposes and the specific identities of school disciplines in any trans and interdisciplinary classroom approach in order to create behaviors to solve problems in new and original ways. All in all, stimulating creativity in primary school children from the perspective of trans and interdisciplinarity will contribute to educational success.

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