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EDUCATION AND CREATIVITY

W artykule rozpatrzone zostały uwarunkowania procesu wychowania traktowanego jako synonim działalności twórczej. Uzasadnia się tezę głoszącą, że specyfika twórczości pedagogicznej kieruje ją w stronę zapewnienia człowiekowi możliwości trwania.

The processes – defined by the terms used in the title – seem to be nowadays significant to the human condition, both in the individual and general dimension. Education and its effects as well as creativity and its results are associated, more than ever before, with hope to overcome the perceived – or only sensed – threats facing human civilization.

In recent years, these threats are raised with particular force and clarity. The faith in self-controlling development of civilization, which the prime movers are science and technology, has been challenged. The scientific and technological progress, which has been associated with hope to solve most of the problems of civilization, not only does not solve these problems but it is a source of danger to individuals and at the global level.

Every hour the earth loses thousands of hectares of forest, each week one hundred thousand people die from lack of water, each month dozens of cultural monuments cease to exist, every year more tribes are dying, the next century brings the destruction of nations and peoples and the next millennium – the destruction of civilization¹. The progress that is being

done and is the result of human creativity often brings devastating changes. In the cited paper A. Góralski underlines this fact by saying that the creativeness – bringing welfare – also raises the potential threat associated with the effects of its results.

We can analyze the another aspect of the ongoing changes of civilization, seen from the individual perspective. The individual appreciates the stable conditions. Meanwhile, our environment is characterized by remarkable variability. Cultures, traditions, customs, religions interfere with each other. These processes cause that the traditionally shaped patterns, showing the direction and ways of life, are a thing of the past or they disappear as they are not able to fulfill its regulative functions. The lack of signposts threatens to falling into the lifestyle, in which the new, usually superficial, experiences and impressions count. And their excess generally leads to satiety and boredom, as well as the lack of clarity of objectives and aspirations causes the existential angst.

It does not have to be like that, of course. We must noticed that – in the world perceived as random and chaotic – much depends on ourselves, on our choices and decisions.

¹ A. Góralski: Twórczość i odpowiedzialność. Referat konferencji „Wyzwania moralne

XX wieku” [Creativity and responsibility. Conference paper “Moral Challenges of the twentieth century”].

The relevant aspect of the transformation directs our attention to the education and its forming functions. In recent decades, the rank assigned to the role of education in countering the threat of civilization has increased substantially. In writings of the educators and the philosophers of education the issue of values is increasingly present. The question of the quality of life and the quality of human being become the axis around which the educational policies and educational reforms focus. This trend can be observed in the international reports that show the new tasks of upbringing and its major component – education: *Learning to Be*, *No limits to learning: bridging the human gap*, and lately *Learning: the treasure within*. The important questions are discussed in the reports: what kind of education do we need? what and how to teach? to what and how to educate? The reports present new challenges in the context of the ongoing changes of civilization.

What mentioned above shows that two processes highlighted: creativity and education are the important components of the development of civilization. Therefore, let's put the question of the interaction of these phenomena, in particular of the role of creativity in education.

The concept of pedagogical creativity is understood in many ways in the educational sciences. R. Schulz highlights two ways of understanding the pedagogical creativity: wide and narrow. In a broad sense the concept of pedagogical creativity includes all the developmental activities carried out at all levels of the educational system, so for example: the processes of preparing and implementing educational reforms, innovative school administration, pedagogical experiments, as well as

teachers' pedagogical innovation. *The subject of this kind of pedagogical creativity becomes politicians, academics, school principals, teachers, students, and the products of their activity – variety, in terms of content, scope and range - innovations, enriching the whole cultural heritage of pedagogical practice.*¹

The narrow understanding of the pedagogical creativity associates this phenomenon only with the manifestations of innovative activities that are undertaken and implemented by teachers directly involved in the process of education and upbringing. R. Schulz is interested in this narrow aspect of the pedagogical creativity.

It is worth, I think, to put the next step and noted that education, like creativity, can be seen as a process or as a result of a process. In the first case we mostly pay attention to educators – or even more specifically – to actions undertaken and implemented by them, and in the second case we focus on the subject of education, its properties and dispositions, skills, attitudes and aspirations...

Considering education from the first perspective, we see that educational activity is synonymous with creativity. Arguments in favor of such position are based on the assertion that each person is different, every individual is a unique person so education, seen as the process of forming the human being, creates a need to find unconventional ways of influencing pupil, creating and solving unique educational situation. All this allow us to assume that education has features of creative activity.

Is it so and is it always like that?

¹ R. Schulz: *Twórczość pedagogiczna*. IBE, Warszawa 1994, s. 21

In general, we use the following scheme of thinking: creative activity leads to a creative result. This scheme does not take into account the specific circumstances of upbringing, in which only a part of educational activities are taken and carried out with the intention of forming a creative human disposal. The pedagogical creativity in this sense does not necessarily lead to the formation of a creative entity. In particular, the innovative actions can lead to the results that are questionable.

In the discussed connection of education and creativity we can hypothetically distinguish four types of relationships involving educational action and its results in the form of the properties of the taught human being.

Educator's creative action leads to the formation or development of pupil's creative features. That is, for example, if the teacher has developed and implemented creativity training addressed to his pupil or group of pupils.

The standard teaching activities lead to the formation or development of creative features of the student or group of students. An example of such a relationship can be a properly implemented method of problem teaching, well described in the literature with extensive teaching and implementing documentation. At the present level of development of education, this method can be considered as one of the standard methods of education.

Educator's creative action are ineffective in developing students' creative disposal. An example of such situation could be the development of the original school achievement test.

The standard teaching activities result in consolidation of standard students' skills. This is a typical relation as a result of the realization of teacher

performance. A characteristic example is here checking the quality of homework.

It is clear, that if we want to educate people that are able to take up the challenges of the future, including the ability to effectively deal with the civilization threats identified at the beginning of the article, and people who knew how to prevent the emergence of new risks, particularly interesting are first two relations of these indicated above.

We should ask about the determinants of educational innovations leading to the formation of creative entities capable of implementing the original actions, which can creatively transform the reality and in particular we should ask where does this phenomenon come from, why it persists and what it implies for the construction of educational strategies.

The innovative action is a special case of action at all. The philosopher – considering the circumstances of any action – says that taking the action involves the simultaneous fulfillment of two conditions: the necessity and possibility¹. The necessity may be materialized into a need (needs) formed when the entity (system) lacks something that is in some ways beneficial. The possibility materializes in the existence of an adequate supply, adequate in the sense that it can be used in the current action. Only when there is a need (needs), and at the same time the possibility occurs, the effect can be realized. This allows to perceive that the development of a system is possible only if new needs arise, on the other hand, this system is able to create a supply, so that these needs can be met.

¹ Por. Z. Cackowski: Człowiek jako podmiot działania praktycznego i poznawczego. KiW, Warszawa 1979

These characteristics can be applied to situations in which the processes of education are realized. Let us analyze education from this perspective and try to extract at least its basic needs, and the ability to satisfy them. In particular, let us consider whether the motor of innovation is situated in the process of education, are they similar to other areas of human activity, which are themselves a source of innovation, because their essence is inextricably linked to the search for new products such as technology. Are educational activity one of those?

We should begin with an examination of the educational tasks. They differ and are formulated at different levels of generality. Generally speaking, the primary task of education is to prepare the young generation for life. That preparation essentially involves the transmission of values and cultural experience. The reflection on the role of education leads us to accept the thesis that the content of this transmission is not conducive to creativity, but also it actually can block it.¹ In this way, people transfer their experiences acquired during their development. It is an activity that protects human endurance as a species, but duration does not like innovation. The duration oriented system defends itself against new things, because they interfere or even destroy the current functioning. This does not mean that such a system does not allow any changes – however the thing is, that it does not generate such changes itself. An example is the genetic code of an organism, whose essence is to ensure that the new generation replicate by duplication. It is known, that even such a

¹ Por. A. Góralski: Heurystyka. {W:] Zadanie metoda rozwiązanie. Techniki twórczego myślenia. Zb. I. WNT, Warszawa 1997.

stable system as genetic code, undergoes some changes. These changes are caused by the environmental impact, or due to the realization of the contingency. However, the variability is not characteristic of the genetic code. On the contrary – they are characterized by immutability. It is worth to notice that education also has its specific “genetic code”. It is difficult to name it; it is also difficult to clearly show it on examples. However, the confirmation of its existence is characterized function of education expressing the desire to maintain immutability.

I believe, that the recognition that education has its “genetic code” leads to an important consequences associated with the creation of the appropriate attitude towards innovation on the content of the transmission. We can do a thought experiment and imagine the world of transmission as a world of unlimited and permanent innovations. It seems to me, that there would arise a justified fear that such a situation could lead to the breaking of cultural continuity, and the consequences could be disastrous for humanity. The thing is that from the two strategies: to change everything or to change nothing, the second one seems to be safer for humans.

I wanted to justify the claim that education, realizing the transmission, does not have built-in mechanisms which are a source of innovation. However, even a cursory look at the reality of teaching shows that the content of the transmission is changing. It is easy to note, that these changes are enforced by external situations to education. The need (necessity) for innovation in the field of educational content arises from the increasing complexity and variability of the human

environment, which he himself is one of the sources. The possibilities in this area are achieved through the accumulation of supply of new knowledge about the world, new ways of doing things, new ways of realizing value. Because it is impossible to transmit everything, so it is necessary to make a choice. However, this choice is made in order to adapt the content to the changed conditions. The educational changes are enforced by the events that reveals the lack or shortage of something. The persistence of this lack is assessed as an actual or potential risk for humans, or in case of disasters for the whole of society and even humanity. Because of that, education changes are after all a kind of adaptation. They have to adjust us to the new reality. Adaptation is not the only dimension of the changes implemented in the educational reality. It is noticeable that this adaptability is not perfect in the sense that it is not always accurate. Often you can meet with the conviction that education is unable to respond to the needs and requirements of the environment, educational system inertia, etc. This state has probably a number of conditions. Here I would like to point out one alleged thing. Generally, when we gain something new at the same time, we lose something else or hinder the implementation of some of the values that we do not want to lose, because they are precisely values. The fact that a man wants to persist does not mean that he wants to go on anyhow. That persistence requires the continuity of cultural traditions and achievements. The conflict between what is new and what is old causes reflections and

distance to new things, for example, when we disseminate new technologies at the same time we would like to keep the environment clean. If we reduce communications to phone calls, although technically feasible, and even, especially for some of the young people attractive, it is not acceptable to the modern man. The educational stunner of the sixties – programmed teaching (we now know a revised version of programmed teaching in the form of distance learning) was – as empirical studies demonstrated – informationally efficient, but has not adopted also because it reduces direct personal contacts, which human appreciates.

When we look at education as a team actions undertaken and carried out in order to transfer social values and cultural achievements and at the same time as a set of activities designed to provide human – as a species – ability to function in changing conditions, we must associate the different dimensions of educational creativity with this aspect of human functioning that enables him to existence. The educational creativity must therefore be an instrument of human endurance.

I think that we can formulate an important consequence. When we take and implement creative activities in the area of education, we should look not only at whether and to what extent they are preparing us to meet the conditions and requirements of the current reality but also at whether they preserve and protect, or at least do not interfere with this dimension in which the human endurance is realized.

ЛАЩИК ЯН.

У статті подано умови освітнього процесу, які розглядаються, як синонім творчої діяльності. Обґрунтовано тезу, яка свідчить, що специфіка педагогічної творчості, направляє його у бік забезпечення людини можливістю зберегти тривалість (трвання).

ЛАЩИК ЯН.

В статье рассмотрены условия образовательного процесса, которые рассматриваются, как синоним творческой деятельности. Обосновывается тезис, который гласит, что специфика педагогического творчества, направляет его в сторону обеспечения человека возможностью сохранить продолжительность (трвания).