

Analysis on Creativity of Students and Effective approach by Counselling & Assessment Methods

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Abstract:

This article offers an explanation and study of the multi-subject aspects of thinking which are examined as predictors of the multi-subject results of pre-School toddler schooling and development. The goals are done thru growing conditions for forming an object-oriented gaining knowledge of surroundings for youngsters of the pre-faculty age. Such multi-concern aspects of thinking as multi dynamic manage and multi-concern gaining knowledge of are regarded as conditions of better outcomes. This state of affairs includes active searching for opportunities of exchange within the educational gadget, so that it will positioned the improvement of creativity of the student within the first place in opposition to multitude of needless reminiscence of statistics and records this is not unusual today. In this experience, the ultimate aim of current educational gadget must be the development of independent, free, tolerant and creative young people that would satisfy their needs, but also the needs of modern society in which creativity is the basis for development.

Keywords – Development of creativity, Counseling, Study of Creativity, Assessment.

Introduction:

Modern man lives in a time of great scientific and Technological revolution that results in overall progress in all regions of his life. Our experience has shown that the top notch and creative minds are most deserving for this progress. Therefore, will increase the hobby in analyzing the phenomenon of creativity round the world, specifically in advanced international locations. Scientific and technological progress confirms the innovative abilities of guy, however also underlines the need for their identification, stimulation and development. On the opposite hand, modern guy lives in a time of intense social disaster. This further underlines the need for commonplace social progress based totally on personal tasks. Hence the want for funding in creativity will become the important thing to social development. Creativity is a complex phenomenon, therefore the study of this phenomenon is very complicated and depends on several factors including: the area in which it is examined, the types of instruments applied and the materials used for its determination

I. Theoretical approaches to the study of creativity

The cognitive approach observes creativity as a part of a larger process of thinking, not as an independent process. Socio-psychological method considers motivation, social climate (environment) and characteristics of persona as critical parts of the creative technique. The last, confluent technique considers that creativity includes several dimensions and processes, and covers cognitive, mental and social approaches stressing the significance of social get right of entry to, est. Environmental impact. The one thing that all agree about is that creative thinking is the highest mental function and peak of human achievement.

II. Categories of creativity

When we talk about creativity we distinguish four categories: Creative manner, innovative product, innovative man or woman, and innovative surroundings. Some researches are directed closer to individuals, others to process, while the third is aimed at exploring the creative products and creative environment.

III. Creative product

Study of creativity through its products is very usual and natural which is often implicitly understood, even when it is Now not outlined as a separate challenge of have a look at. But when thinking about the creativity as product, a question rises about the standards that products have to meet in an effort to classify itself as a creative product. According to a few authors, it is enough

the product to have determined meaning only for the person that creates it, others think that it should be important for the wider social environment.

IV. Creative person

The creative process involves the whole person. Question that frequently rises in terms of people as bearers of innovative thoughts is set the characteristics that make the innovative individual. In an try and answer this query is difficult to attract a line and to determine those key characteristics. Usually it is claimed that creative people have some of the following capabilities: tolerance of ambiguity, excessive sense of humour, curiosity, interest, perseverance in paintings, ambition, wealth of creativeness, shows signs of self-confidence, independence from others opinion, the courage to risk, no fear of failure, low anxiety, sensitivity to differences and so on.

V. Creative environment

Besides the creative individual, the social environment also plays great role in the creation of creative Ideas. The fourth category exactly emphasizes the importance of the environment, est. The society wherein the character lives. The social mechanisms that encourage the innovative method are present right here, but additionally people who apprehend and examine cognitive product. Though the surroundings can stimulate creativity, also can inhibit or prevent it. Components of creativity are sometimes studied in isolation, but most studies take account of the fact that they are part of the whole and understand their inseparability and entanglement.

VI. Creativity in the educational process

Today we become increasingly aware of the fact that creativity is a characteristic of each person, not just privilege of some. In greater or lesser extent it is found in all types of human hobby. Like every different human ability, it may be developed or destroyed depending of environment situations wherein the character lives. Therefore, the observe of creativity will become dominant inside the provider of training and training. The college is seen as an area for completely improvement of the innovative potential of people. However, we have to emphasize that the way coaching is achieved in most of our schools commonly does not stimulate the overall mental improvement of students who've large interests, a high degree of aspiration and an expressed curiosity. Unfortunately, we're still going through with a teaching in which verbosity prevails, passivity of college students, inquiring for from them to take into account records routinely, to rigidly stick to what is presented inside the magnificence or textbook, insisting on only one accurate solution, intolerance of scholar's errors, ignoring student's thoughts or new solutions, authoritarian attitude of the instructor, emphasizing the curriculum of the teacher, lack of time for students and so on. Such training does not contribute to progressive development of personality, does not stimulate student for activity, work and learning, but it only encourages its unique reproductive capabilities which inhibits his creativity.

VII. Mental blockades of creativity

Students in these conditions adopt various kinds of mental blockades, which additionally inhibit their creative behavior. Although these mental blockades act mutually In ordinary lifestyles, they're frequently grouped by using psychologists into 3 categories: the perceptive-intellectual, cultural and emotional. Perceptive-intellectual blockades are expressed through failing to apprehend scenario or trouble as are, which contributes to start solving the trouble-situation with out being well placed in consciousness. Blockades in this category often arise within the following problems: failure to isolate the problem, its terrible identification and definition, multiplied narrowing, no longer noticing the plain, now not perceiving the remote relations, not making difference between reason and effect, not involving all senses and others. The Cultural blockades are problems which require individual to act, think and act consistent with social norms and commonly widespread concepts relevant in a socio-cultural surroundings. They insist on conformational behaviour no matter the creativity's wishes for nonconformity and awesome. Some of them are: the desire now not to be specific from the rest, to be realistic and comparatively cheap, not to be too curious, and to have faith inside the purpose and logic, now not to be a dreamer and punch, to be mature and critical, no longer to be naive and childish. The Emotional blockades are consequences to the strain of which man is exposed in his normal lifestyles. They constitute wrong attitudes, thoughts and ideas that hinder the belief of guy's imaginative capability, which had been internalized in his procedure of socialization. Their presence contributes in improvement of his sense of fear and lack of confidence, which inhibits creativity: worry now not to screw up and "fool" of themselves, fear of risk and incompetence, low ego-photograph, perfectionism, pathological choice for protection, over motivation for fast achievement, impossibility of intense awareness, reluctance to dream, meditate and fantasize, fear and distrust towards tremendous ordinate pals, loss of persistence in conditions of failure, lack of patience to understand the concept to it's stop and so forth. As an objective purpose for impeding the creativity within the school may also be excessive number of students in one class, inadequately elaborated curriculum and program, unskilled teachers, time, space, material limitation of work and many other reasons.

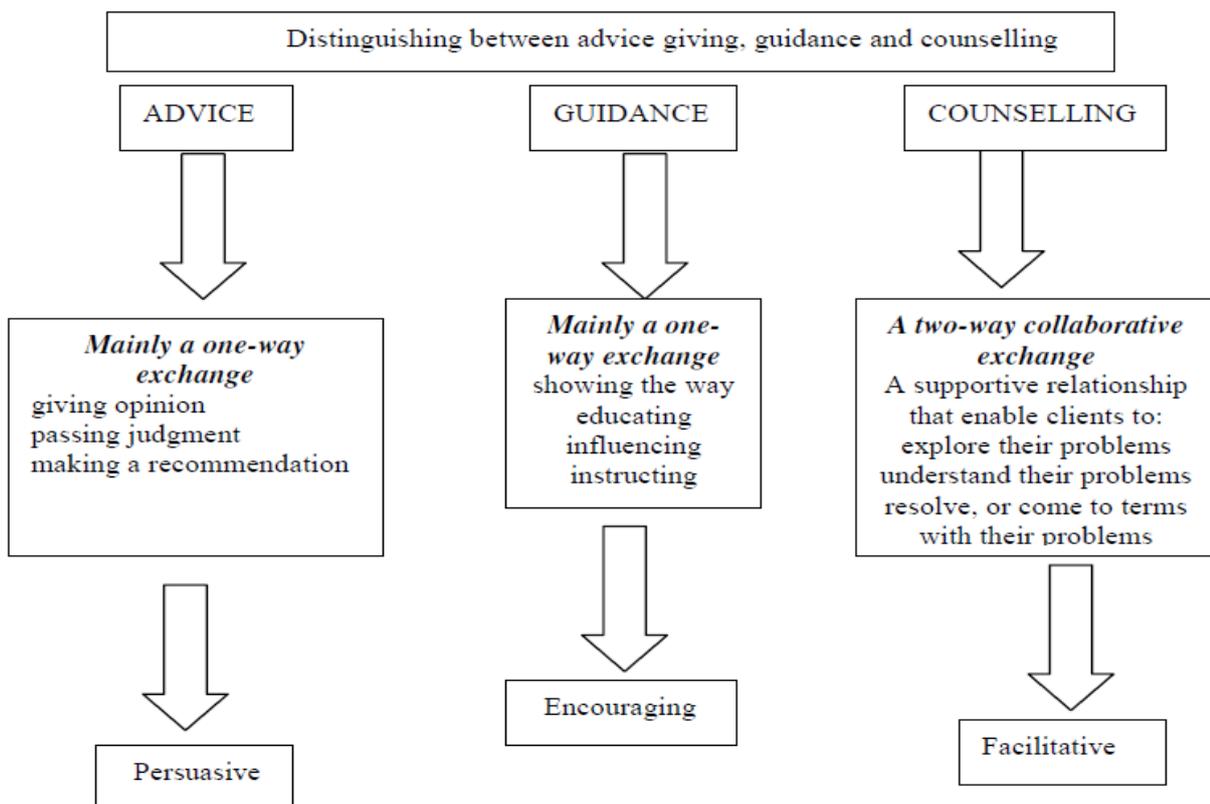


Fig.1 Distinction between advice, giving, guidance and counseling.

In order to lay the foundations for building a trust-based relationship, counsellors:

- provide a safe and supportive setting, free from intrusions and distractions,
- respect client confidentiality,
- respect the client's principles, ethnicity and coping resources,
- refrain from being judgmental,
- avoid stereotyping or labelling, shelve personal prejudices,
- maintain impartiality, integrity and reliability.

Counseling help clients to:

- adapt to situations that cannot be changed (e.g. terminal illness, death of a loved one),
- consider aspects of their lives they want to change,
- view their situation from a different perspective,
- create positive changes,
- develop coping strategies,
- develop their full potential, find their own solutions to their problems,

- gain insight into their thoughts, feelings and behavior,
- grown and develop,
- let go of painful secrets,
- make informed decisions,
- manage life transitions and crises,
- resolve personal and interpersonal conflicts,
- set and achieve goals,
- take control over their lives

Counseling skills of the students attending the undergraduate study programs Psychology and Social Work - experimental study

a. Purpose of study:

1. Identifying and structuring the students' social values
2. Identifying students' perceptions of the role of mediation and counseling skills in the educational act

b. Research methods:

The research was based on three surveys:

1. Super's work values inventory scale
2. Questionnaire about the necessity of learning skills of students as counselors.
3. A focus group with students from both specializations there is an initial presupposition that there are significant differences in the professional values of students.

Conclusions

The study shows the different perception on the role of counselling and mediation in the educational act. Teachers and Students alike have a distinctive social and cultural history, can also have different religions or may additionally pertain to specific denomination. Each instructor and student has a unique personality, because of this that each individual thinks and feels differently, which confers specialty and individuality. Students have distinctive studying styles, in addition to extraordinary capacities of statistics and assimilation of the mental counseling capabilities. In carrying out the college and extra-faculty activities, it is critical to think about the variations among college students, so that those may be conventional and valued. Students have to know that it is very important to understand the essential qualities a counsellor needs.

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