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Identifying Environmental Factors Affecting the Formation of Creative Ability of 7-11-Year-Old students in Ilam City

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Abstract

Purpose: The main goal of this research is to identify the environmental factors that influence the formation of creative ability of 7-11-year-old students in Ilam city.

Methodology: The present research is of a mixed exploratory type (qualitative-quantitative) in terms of its practical purpose. In the qualitative stage, using the qualitative method of theme analysis based on the opinions of research experts (selected in a purposeful way), the evaluation and identification of environmental patterns effective on the formation of creative ability in students have been evaluated, and the results of the theme analysis are four patterns of natural and artificial elements of the environment. , the natural structural characteristics of the environment, the determining factors of environmental behavior and the physical dimensions of the space were presented for the proposed qualitative model. In line with the results of the theme analysis, a researcher-made scenario regarding the influence and influence of the identified patterns on the formation of students' creative ability has been used using the fuzzy Dimetal technique.

Findings: The findings showed that the adaptability component that has the highest amount of D+R is the most interactive. It has the same relationship with other indicators as well as the heat and humidity component which has the highest D-R value; It has the greatest influence on other indicators. Also, in the same dimensions, the dimension of physical-spatial factors) has the most interaction with other dimensions, and also the dimension (determining factors of environmental behavior) that has the most influence on other dimensions .

Conclusion: The environment is considered as an important factor in creating the fields of learning and creativity.



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Detailed abstract

Purpose: In today's world, fostering creativity is one of the basic axes of educational systems, and by teaching creative ways of thinking and strengthening creative abilities, they play a large role in the growth or suppression of students' creativity. In fact, creativity is not a fixed character trait that lies in human existence without any changes and transformations, but it is strengthened or weakened by the influence of factors or obstacles. Paying attention to fostering creativity in children and preschool and elementary school students is one of the important issues that education experts have always paid attention to and advised about. Various definitions of creativity have been presented, some examples of which are: asking questions; Solving problems through foresight with the aim of obtaining innovative solutions suitable for each field; It has two important parts, motivation and need. New and valuable perspectives or behaviors created from the relationship between thinking and the socio-cultural context of the person; The process of becoming sensitive to issues, deficiencies, gaps in knowledge, inconsistencies, etc.; defining the problem; search for a solution; Guessing, hypothesizing and testing hypotheses and finally communicating the results. Most psychologists also agree that creativity refers to new and valuable achievements with the mentioned quality. Creativity has three basic elements, which are: domain of skills, expertise and motivation. The domain of skill is talent in a specific domain and is somewhat inherent. The domain of expertise refers to the fact that no matter how talented a person is; he will not be able to create creative works without having sufficient expertise. Also, people have a set of motivational characteristics; Such as a strong desire to succeed and commitment to the field they have chosen for their work. One of the important requirements and methods for crystallization of creativity is creating a stimulating, prone and generally creative atmosphere. In addition to the fact that the school environment must be prepared for such an environment, the teacher in turn must provide the necessary background and the desired environment for the students. Creative children need creative teachers, and the questioning class fosters creativity; When the teacher and the student raise problematic questions, they find new solutions for the problems and the students get involved in creating new thoughts and finding new and innovative achievements. In addition to providing satisfaction to the child, creativity gives him self-confidence and allows him to intervene in the outside world. In order to foster creativity in schools, educational programs should be flexible and teaching methods should be used that stimulate divergent thinking; Because the use of these methods, in addition to stimulating creative thinking, also creates problems for creative students to be encouraged to find it and solve the problem. Teachers and parents improve their creative performance by encouraging children to solve their problems. Creativity has also been considered from the point of view of the problem solving process, especially real world problems. Creativity, individual and social ability to solve complex scientific problems is considered exponentially. Creativity has been explained as a distinction between "process" which is the ability to analyze a problem, find a pattern and find similarities and differences, and "product" which is the ability to find applicable solutions to a problem. The main goal of this research is to identify the environmental factors that influence the formation of creative ability of 7-11-year-old students in Ilam city.

Methodology: The present research is of a mixed exploratory type (qualitative-quantitative) in terms of its practical purpose. In the qualitative stage, using the qualitative method of theme analysis based on the opinions of research experts (selected in a purposeful way), the evaluation and identification of environmental patterns effective on the formation of creative ability in students have been evaluated, and the results of the theme analysis are four patterns of natural and artificial elements of the environment. , the natural structural characteristics of the environment, the determining factors of environmental behavior and the physical dimensions of the space were presented for the proposed qualitative model. In line with the results of the theme analysis, a researcher-made scenario regarding the influence and influence of the identified patterns on the formation of students' creative ability has been used using the fuzzy Dimetal technique.

Findings: The findings showed that the adaptability component that has the highest amount of D+R is the most interactive. It has the same relationship with other indicators as well as the heat and humidity component which has the highest D-R value; It has the greatest influence on other indicators. Also, in the same dimensions, the dimension of physical-spatial factors) has the most interaction with other dimensions, and also the dimension (determining factors of environmental behavior) that has the most influence on other dimensions.

Conclusion: The environment is considered as an important factor in creating the fields of learning and creativity. Although creativity has an individual dimension, it can be taught, and with education, it becomes more capable of growth and transformation, so considering that the society needs creative people to achieve progress in various fields, and the seed of creativity in Childhood is introduced and children today have a vital role in the future of the country, children's creative power should be developed and used. So, it can be seen that teaching creativity to children creates a sense of competition, enthusiasm and enthusiasm in solving problems between them and eliminates fear, anxiety and despair in them. When faced with problems, creative students choose the most creative solution among the available solutions; Therefore, by implementing creativity training programs in kindergartens and preschool centers, children become more familiar with thinking, have a greater sense of self-worth, and thus their ability to solve problems and provide creative solutions is strengthened and to achieve They show more effort and effort to their abilities in understanding concepts and solving problems. Regarding the research proposals, it is worth mentioning that considering the importance of creativity in the current era, the attention of cultural and educational institutions to the issue of creativity and the need to pay attention to it has a special sensitivity; Because children and teenagers have high creativity and by presenting any subject to them, they provide a creative answer for it; Therefore, its growth is recommended in every age group. Especially if other geographical areas are considered, different results may be obtained from this group. It is also suggested that creativity be taught at the level of kindergartens and preschools in order to provide the necessary space to change the traditional approach to problem solving. To achieve these goals in designing schools with a creative learning approach, the following are suggested. The use of colored glass, the use of materials with different textures and different colors, changeable elements in the wall and floor, such as movable walls, movable floors, etc., so that children can create the spaces they need or like. Creating conflict and contrast to an acceptable extent, creating a view to the outside of the building using wide openings, generally using green architecture or basophilic architecture, native architecture, attention to details in the design of spaces such as exposed facilities, flooring, building structure, etc. In the design of the spaces, one should use as much as possible the factors on the site, such as trees, topography, views, and signs. Designing spaces in a multi-functional and flexible way means that a space can be changed for different functions or that several functions can be combined in one space, children's participation in changing the space such as painting on the wall, changing furniture and etc., specifying different spaces with signs and symbols, so that it is understandable for all children and they do not get confused and stressed in the space, creating functional flexibility in educational spaces, creating diversity in educational spaces, creating communication inside and outside in educational spaces, creating Variety of forms in educational spaces.