

Creative Ways to Develop Creative Potential and Networking Skills in Primary School Students

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Abstract

Keywords:

personal development; creativity; creative thinking; originality; motivation.

The development of students' personality, in personally plan, socially and professionally, for a favorable social integration, is achieved by accessing the diversity of school activities. But the discipline called Personal Development occupies a primordial place, focusing on the concepts: self-knowledge, emotional intelligence and self-regulated learning. The didactic approach takes into account the purpose for which it is learned and the way of action to form the student's personality. Creativity has a special importance, both for the teacher in teaching, but also for students, giving them harmony, critical thinking, novelty, flexibility in thinking and especially originality. When it comes to creativity, the student has the right to free expression without being criticized or receiving indications regarding the shortcomings of the products made. With the help of creative strategies, the development in the reflective, anticipatory and evaluative capacity can be highlighted, but also in the student's motivational plan. Also, the development of learning autonomy, for the daily decisions of each individual, the facilitation of access to counseling offered by specialists in educational institutions and more, underlines the important role of this field. The major interest in personal development, which starts at an early age, develops children's personality and later acquires an important role in social, emotional and cognitive development.

Zusammenfassung

Schlüsselworte:

persönliche Entwicklung; Kreativität; kreatives Denken; Originalität; Motivation.

Durch den Zugriff auf die Vielfalt schulischer Aktivitäten wird die persönliche, soziale und berufliche Entwicklung der Persönlichkeit der Schülerinnen und Schüler im Hinblick auf eine günstige soziale Integration erreicht. Aber die Disziplin „Persönliche Entwicklung“ nimmt einen vorrangigen Platz ein und konzentriert sich auf die Konzepte: Selbsterkenntnis, emotionale Intelligenz und selbstreguliertes Lernen. Der didaktische Ansatz berücksichtigt den Lernzweck und die Handlungsweise zur Persönlichkeitsbildung des Studierenden. Kreativität ist sowohl für den Lehrer beim Unterrichten als auch für die Schüler von besonderer Bedeutung und verleiht ihnen Harmonie, kritisches Denken, Neuheit, Flexibilität im Denken und insbesondere Originalität. Wenn es um Kreativität geht, hat der Student das Recht auf freie Meinungsäußerung, ohne kritisiert zu werden oder Hinweise auf Mängel der hergestellten Produkte zu erhalten. Mit Hilfe kreativer Strategien kann die Entwicklung der Reflexions-, Antizipations- und Bewertungsfähigkeit, aber auch der Motivationsplanung des Studierenden hervorgehoben werden. Auch die Entwicklung der Lernautonomie für die täglichen Entscheidungen jedes Einzelnen, die Erleichterung des Zugangs zu Beratungsangeboten durch Fachkräfte in Bildungseinrichtungen und mehr unterstreichen die wichtige Rolle dieses Bereichs. Das große Interesse an der persönlichen Entwicklung, das schon in jungen Jahren beginnt, entwickelt die Persönlichkeit der Kinder und spielt später eine wichtige Rolle in der sozialen, emotionalen und kognitiven Entwicklung.

1. Introduction

Creativity is recognized as a necessary approach in all areas of our existence, whether we are talking about established and recognized areas such as: painting, music, literature, or whether we are discussing new approaches, such as creativity in the sciences, sports, etc. For example, in the field of information technology, creativity is a basic condition in the creation of programs, applications, etc.

Extrapolating, we can appreciate how every field needs creativity to develop new products, new areas. By activating and manifesting the creative potential, the student will demonstrate a series of behaviors,

including: creativity in various activities, in conversations and creative stories, but also the identification of solutions in various situations. Thus, school education comes to ensure the first steps in the student's development through the formation of necessary skills in preparation for life and the future. In fact, all disciplines can make a personal, social and professional impact on students by forming the necessary skills for success and success in life. Personal Development discipline ensures the connections between the knowledge acquired, the skills formed and their usefulness in various real contexts. The personal network is a continuous



process that begins in childhood with self-knowledge, emotional and social development, knowledge of personal values and interests and deals with life development. Through the activities carried out under the guidance of a teacher, age and development activity, students can develop their self-esteem and motivation. Thus, they become confident in what they do, through active involvement in school and social life. Also, the increase in interest in learning, but also in motivation, is the result of the fact that the student is aware of the transfer of knowledge and skills formed in school activity and in real life.

Of course, the creativity of the teaching staff leaves its mark on the students' training. Thus, pedagogical creativity considers the uniqueness of each situation (different children, different living environments, different knowledge packages, varied learning experiences, etc.). Precisely for this reason, pedagogy avoids writing and offering conceptual recipes intended for teaching staff for application in pedagogical practice. So, since reality will not replicate the theoretical matrix, attempts to have a unitary approach in defining creativity is difficult/impossible to achieve. Creativity is by its very nature unique, spontaneous.

The model of qualities necessary for the educator to design and carry out effective activities by capitalizing on his capacities for permanent renewal of specific actions, at the level of the system and the educational process, is provided by pedagogical creativity.

2. Problem Statement

The real concern for education is present in all systems of everyday life. Education is an ongoing process that influences young people's perspectives, encourages the diverse talents of all our children.

Most states have accepted the idea of reforming the education system because education, in a way, takes so many people away from their natural abilities, and human resources are like natural resources, most often buried deeply.

At the TED conference (2006), the following idea was floated: "We are all born with huge native talents, but by the time we go through education, too many of us will have lost touch with them. Many talented people think they are not, because something they were good at in school was not valued or even stigmatized. The consequences are disastrous for individuals and for the health of our community" (Robinson, K. and Aronica, L., 2015). Looking

closely, we can see how most education systems in the world are undergoing a process of reform, a process that aims to improve a model that does not work. Which, now, is not enough, because current training needs should be oriented towards a revolution in education.

The challenge is not to fix this system, but to change it; not to reform it, but to transform it. Creative and technological resources can be used to change the mindset of those involved in this complex transformation process.

We now have endless opportunities to stimulate young people's imaginations and offer them forms of teaching and learning that are tailored to them.

Each individual's resources must be identified, seen, validated. It takes availability on the part of trainers to reach them. They are not present on the surface; they must be searched in depth. Also, the context created at microgroup level contributes to the discovery of individual potentialities and gives the possibility of transferring them at macrogroup level, at macrosystem level.

Educating young generations is a challenging expectation of parents, teachers, as well as decision-makers in education. The abundance and variety of ideas about what could make school good for educating generations in the present, for the future, determines the difficulty of a common approach. One of the functions of education is to facilitate the preparation of the individual for social insertion, for professional integration into the labor market.

The objective of creative pedagogy is to bring about change within any discipline, through a type of creative teaching stimulating the development of creativity in children in any situation. This change is known as "creative orientation."

The need for additional learning is strongly influenced by changes in all areas, it is necessary not only to know and do things, but also to pay attention to the dynamics between the elements of general and specific competences for each field of action.

For the teacher, the creative process begins long before entering the classroom, as they must design creative ways to use the resources available to them for the proposed content. Naturally, this also intervenes in the activity, because the teacher cannot control all the children's reactions and has to find ways to meet their needs.

The creative teacher encourages students' creative thinking, leads the teaching activity towards self-initiated learning, creates a collaborative atmosphere, encouraging additional learning. Encourage students to express their thoughts, even if they sometimes seem to be risible, to issue theories, to use ideas, words, elements that seem to be uncorrelated. It urges the student to find connections between information, solutions to problems, to orient various ideas in new directions.

For all this, they must use appropriate methods aimed at cultivating intellectual flexibility, not least for the personal development of students.

Personal development of primary school students aims to develop the possibility to reflect on oneself, the ability to efficiently manage temporal and informational resources and one's own learning process, but also to practice teamwork. The ability to have both physical and socio-emotional well-being, to maintain mental health occupies a primary role in personal development, followed by the ability to learn to learn, to cope with uncertainties and complications arising in various situations, to manage to empathize with the other, to manage conflicts, etc.

Professor knows how to choose teaching methods appropriate to the specific contents of personal development. I mention some of the effective methods and techniques for developing the active, critical and creative spirit:

Learning based on didactic games It is one of the most pleasant and agreed forms of learning through which the assimilation of knowledge is active and interactive, combining formative aspects with pleasant ones. Students interact, develop assertive communication, cooperation, negotiation, planning activities that require problem solving. They learn to respect rules of behavior, but also the needs of others. Through play, friendships are made and at the same time, in case of small conflicts, they learn to overcome them, solve them and finally, support each other in various contexts. The game provides the formation of positive character traits, facilitating the assurance of intellectual and affective balance. Didactic games can be for awareness, creation, application of new acquisitions, knowledge of the surrounding reality, etc.

Role-play-based learning It offers the opportunity to enter the situation of various characters and to simulate scenarios encountered in real or imaginary contexts of everyday life. The activities approached through this type of learning will end by "analyzing

representations, feelings, attitudes observed during personal interpretation. Role-playing games are the most important subcategory of simulation games." (Bocoş, 2013, p.378)

It is the way of active and interactive participation in the student's learning process. Through this type of learning, the student is involved in experiencing situations other than those he went through in reality. In this way, he manages to sensitize himself to the experiences of others. It has the possibility of justifying a certain position he had in a certain situation, causing the other participants to understand the social dynamics associated with the given situation. Also, contradictory discussions generated by the structure of the situation can occur, which are beneficial, if managed correctly. They encourage students to be sensitive to different positions, attitudes, values, etc.

Learning through problematization determines the student to follow and understand certain processes, problem-situations, to identify existing relationships between cause and effect, to assimilate knowledge, etc. It develops divergent, independent, productive thinking, develops creativity and intrinsic motivation of learning. Through problematization, the student faces a real problem that may arise or has appeared in life, to which he must find solutions, apply the acquired knowledge. In the case of a situation created by a certain problem, the assumptions necessary to identify the correct answer and discussions around them, discussions based on constructive reasoning, arise. Active and interactive involvement, updating previous information corresponding to the problem under discussion, through exploration, searches, personal reflections, interpretations, lead to finding the right solution and implicitly to learning.

Among the methods of developing the critical spirit, the method of Thinking Hats was reported, as it is based on the interpretation of the subject under discussion, from the perspective of the chosen hat (chosen role). Thus, one can capture several points of view about the content specific to personal development in question, interpreted according to the hat represented. Also, hats can change, roles reversed, and students are free to express their point of view and what they think. It is a method that stimulates communication, critical thinking, develops the ability to look at concepts from various perspectives, make decisions, develop language skills, intelligence and thinking. Students can participate in discussions, relying on cooperation.

The gallery tour technique stimulates cooperative learning, students can express their views on the solutions proposed by colleagues. It supports creative thinking and effective learning, but also maximum student involvement. They get to know each other better, both personally and interpersonally, they form and develop their metacognitive skills, but also those of evaluation and self-evaluation. Students also learn to listen, understand and accept/reject the ideas of others, pertinently argued, which leads to increased mutual tolerance and respect for each other's opinion.

Creative controversy is, as Herreid states (in Negruț and Pânișoară, 2005, p.183) "closer to ordinary life situations, where the truth is not in one side", which requires cooperation, negotiations, compromise (Cerghit, 2006, p.171). It stimulates creativity, critical thinking, debate, which is valued by an inner and socio-cognitive conflict with an important role in learning, reconsidering previous acquisitions and accepting new content.

This analysis of several teaching methods, used in personal development activities in primary school students, demonstrates the efficiency of their use, but also the increase of motivation for learning.

The motivation for involvement in learning will mobilize the student and will orient, support and determine him to achieve goals, to assimilate knowledge with ease and pleasure. They will discover their interests, passions, self-esteem will increase and, implicitly, school performance.

3. Psychopedagogical experiment

The study involved assessing the effectiveness of creative ways of developing creative potential and networking skills in primary school students at a rural school.

The selected methodology guided us towards an understanding of how ways of developing creative potential influence the personal development of these students, potential revealed by capitalizing on interrelationship skills.

In carrying out the study we started from observing the relationships between students at the level of the preparatory class. In applying this research method, we used the Observation Sheet which includes ten relevant items to capture the frequency and quality of relationships between students. The observation was carried out during the first semester, school year 2022-2023.

We carefully selected a sample of students from an urban primary school to participate in this case study. The sample consisted of 26, including 16 boys and 9 girls, aged 6-8 years.

To assess the impact of creativity on students' personal development, we used the following research strategies: direct observations to track students' behaviour and creative interactions in and out of class, observation sheet, experimental program, statistical data analysis programs.

The aim of this study was to identify effective creative ways to develop creative potential and networking skills in primary school students.

Study objectives:

1. Identify creative methods and techniques that can be used to develop creative potential in primary school students.
2. Assess the impact of these methods on the development of networking skills in the same students.
3. Analyse how creative potential and networking skills can influence each other.

Research question: What are effective creative ways to develop creative potential and networking skills in primary school students and how can these aspects influence each other in the educational context?

This study aimed to investigate creative ways of developing creative potential and networking skills in students in the preparatory class.

The sample of subjects was made up of 26 students from the P.M. School, located in the urban area.

In chart 1. *Student interaction*, we can observe the distribution of assessments, where percentages represent the distribution of assessments according to observed interactions. The evaluations highlighted the participants' behaviour and attitude towards aspects of collaboration and social relationships within the group of students.

The most common finding from the evaluating teacher was that a significant percentage (50%) of students have a rare collaboration with peers. This collaboration is carried out at the request of the teacher. At the same time, 30% mentioned that they collaborate frequently in these situations. At the same time, a minority (25%) reported that there is no collaboration in this context. Team collaboration takes place more frequently at the request of the teacher, according to the results obtained (35%). However, it

should be noted that a significant proportion (45%) of participants indicated that there is no team collaboration at all in this context, while another important segment (35%) mentioned that this is a rare practice.

Conflict resolution turns out to be a significant problem, as most participants (80%) indicated they rarely do it. However, a minority (20%) mentioned that they get involved often or get involved at the request of the teacher.

When it comes to effective communication, there is clearly a need for improvement, as the majority (45%) mentioned that they rarely encounter it. It should also be pointed out that a significant percentage (40%) indicated that there is no effective communication at all in the specified context.

In terms of sharing resources, it seems to be more common than other aspects, as 45% of participants indicated that they practice it often. However, it should be noted that a significant percentage (25%) pointed out that there is no sharing of resources at all. The results, in terms of social inclusion, indicate a

significant concern, as most participants (55%) mentioned that it does not happen at all. However, it should be noted that a minority (30%) indicated that social inclusion takes place at the request of the teacher.

In terms of responsibility to others, there is a relatively balanced distribution among those who mentioned having a rare or frequent responsibility to others. However, 30% of participants indicated that they had no responsibility to others at all. Regarding healthy competition, the results suggest that the majority of participants (55%) do not engage in this type of competition because they indicated that it does not exist at all. Instead, it should be noted that a significant number (25%) mentioned engaging often or rarely in healthy competition.

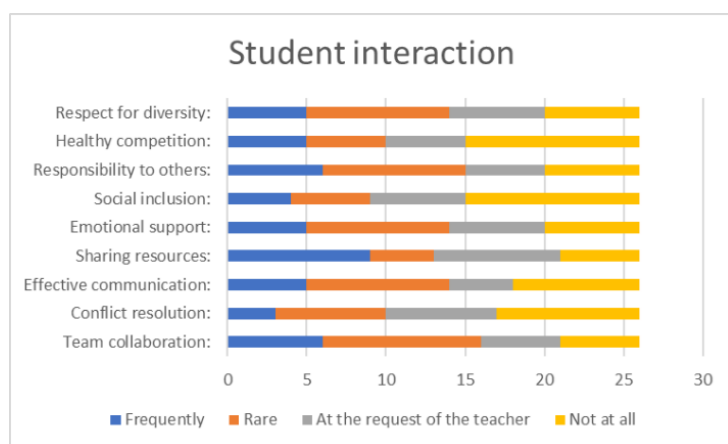
The approach to diversity appears to vary significantly in approach, as the majority of participants (45%) indicated that they rarely manifest it. It should also be noted that there is a more balanced distribution among those who mentioned that they respect diversity often, at the request of the teacher or not at all.

Table 1: Student interaction

Observed activity				
Positive interactions:	The frequency of positive interactions between students, such as smiles, greetings and words of encouragement.			
	Frequently	Rare	At the request of the teacher	Not at all
	6	10	5	5
Team collaboration:	The ability of students to work together on projects or tasks, evidenced by constructive discussion and division of tasks.			
	Frequently	Rare	At the request of the teacher	Not at all
	3	7	7	9
Conflict resolution:	How students approach and resolve conflicts, including whether they are resolved in a peaceful and respectful way.			
	Frequently	Rare	At the request of the teacher	Not at all
	4	16	4	2
Effective communication:	The quality of verbal and non-verbal communication between students, with an emphasis on attentive listening and clear expression of ideas.			
	Frequently	Rare	At the request of the teacher	Not at all
	5	9	4	8
Sharing resources:	The degree to which students share their resources (books, school materials, etc.) and provide mutual help in learning.			
	Frequently	Rare	At the request of the teacher	Not at all
	9	4	8	5
Emotional support:	The existence of emotional support between students, including in difficult or stressful situations, such as consolation or mutual encouragement.			
	Frequently	Rare	At the request of the teacher	Not at all
Social inclusion:	The degree to which students include all peers in activities and groups, avoiding the isolation or exclusion of some.			

	Frequently	Rare	At the request of the teacher	Not at all
	4	5	6	11
Responsibility to others:	The extent to which students demonstrate care and respect for peers through actions such as helping with homework or offering support.			
	Frequently	Rare	At the request of the teacher	Not at all
	6	9	5	6
Healthy competition:	How competition between students is managed so as to promote a positive atmosphere and not lead to conflict or isolation.			
	Frequently	Rare	At the request of the teacher	Not at all
	5	5	5	11
Respect for diversity:	The degree to which students show respect and understanding for the cultural, ethnic, or other differences of their peers.			
	Some	Rar	At the request of the teacher	Not at all
	5	9	6	6

Chart 1. Student interaction



To address these needs and develop the necessary competencies of collaboration, communication,

conflict resolution, resource sharing, social inclusion, responsibility towards others, healthy competition, and respect for diversity, we have conducted an experimental program consisting of five sessions carried out during the second semester, academic year 2022-2023. The theme of the experimental program was capitalized within the hours allocated to the Personal Development discipline. Each session aimed to develop skills necessary to prepare for life and focused on specific aspects of the development of social relationships. The program was interactive and encouraged participants to share experiences and solutions. Next, in Table 2. The experimental program, we present the approached topics:

Tabel 2: Experimental program

Session	Purpose:	Activities:	Period
1: Discovering and Stimulating Creativity	Initiating students in the concept of creativity and developing creative skills.	Presentation of the steps to achieve a valuable story highlighting the creative potential of students. The aim was to encourage students to come up with creative ideas and solutions. Drawing, coloring or modeling exercises that encourage the free expression of thoughts and imagination. Creative and improvisational games to develop thinking "outside the box".	S1
Creative Collaboration and Communication	Development of collaboration and communication skills within the group of students.	Creating a collective story/short play. Debates about the importance of active listening and giving constructive feedback during the creative process. Creative games that require coordination and collaboration to achieve a common goal.	S2
Creative Team Projects	Developing skills in students to work on creative projects in small teams	Students were divided into teams, received creative challenges, such as building an artistic object or developing an imaginative story. Each team planned and presented the outcome of their project to colleagues, which involved presentations and creative communication.	S3
Creative problem solving	Development of creative problem-solving skills.	Presenting a creative problem or challenge and encouraging students to find innovative solutions. Discussions on how creative skills can be used to solve real or hypothetical problems.	S4
Exhibition and Creative Celebration	To give students the opportunity to exhibit and celebrate their creations.	Organizing a creative exhibition where students can present their works to parents and colleagues.	S5

The structuring of the Experimental Program started from themes that capitalize on creativity in students in the preparatory class, considering the networking needs, highlighted in the initial stage, based on the observations made.

In the final stage of the study, we could find, based on the Interaction Observation Sheet, Annex 2, the efficient way of relating at the level of the group of students. At this stage, we concluded based on the analysis of the products made within the framework of the creative program, by the students in the preparatory class.

We selectively quote from the findings: we could see the development of creative skills, collaboration, and communication skills, in a significant percentage of 82%, manifested by the degree of involvement and interaction, by identifying creative ways of solving conflicts, through effective communication:

We mention the analysis of Creative Portfolios that asked students to capitalize on the products created during the program, drawings, team projects, stories, and other artistic works. The teacher examined portfolios assessing the development of creativity and artistic skills. Peer-to-Peer Assessment: Students rated their peers' products against predetermined criteria such as creativity, communication, and collaboration. This assessment gave students the opportunity to develop assessment skills and encourage constructive feedback. Team Project Evaluation: During session 3, team projects were evaluated based on collaboration, quality of the final product and how project objectives were achieved. Teammates provided feedback and criteria assessments. The Participation and Interaction Assessment tracked the level of participation and social interaction during the sessions. Observations on how students communed, collaborated, and engaged in activities and discussions were noted. Qualitative and observational assessment: the teacher carried out qualitative and observational assessments during activities to assess the degree of creativity, collaboration, and social interaction.

The assessment was balanced, considering the development of creativity and networking skills. This provided a comprehensive picture of students' progress in the program and encouraged the continued development of these skills.

By structuring the program around creative and interactive activities, we capitalized on creativity and, at the same time, social interaction and collaboration between students was encouraged. These activities

developed students' networking skills as well as creative skills in a fun and educational way.

4. Conclusions

Moral and intellectual values, aspirations of students, influence their personality, which is in formation and development. The fact that their opinions are not yet firm, the teacher will often have a decisive position. What the conscious or unconscious student will value, the way in which the transfer of values is carried out, favourable to the development of creativity from teacher to student, will be followed by the student's self-modelling based on assimilated attitudes and beliefs.

Emotional and social development, expressing opinions, feelings, emotions, but also the ability to listen to others contribute to the development of confidence and assertiveness skills. Interactions with others, within activities specific to personal development, will make it possible to notice the similarities and differences between them and others, and in this way, they will become aware of individual differences and will value the right of each person to their own lifestyle. Also, self-image, high self-esteem, contribute to increasing self-confidence, achieving emotional balance, which gives the possibility of self-confidence and a correct assessment of reality.

Teaching as a creative process requires the student to experiment in the world around him, and the teacher to be the mediator who considers the particularities of each student.

Authors note:

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