

## TECHNIQUES OF ENHANCING CREATIVITY

DR. U.K.KULKARNI

**Abstract:** Creativity is commonly thought of as a personality trait that resides within the individual. We count on creative people to produce the songs, movies, and books we love; to invent the new gadgets that can change our lives; and to discover the new scientific theories and philosophies that can change the way we view the world. Over the past several years, however, social psychologists have discovered that creativity is not only a characteristic of the individual, but may also change depending on the situation and context.

There are 20 tips from Psychology for Boosting Creativity & 7 ways of increasing creativity through meditation. Meditation is a doorway between our inner and outer worlds. Between “reality” and an elusive “something else” we sense beneath, between and beyond what those 5 senses can grasp.

Meditation offers enormous benefits for everyone and a set of particular benefits for those who are engaged in a creative activity like writing.

Faster Creativity is becoming increasingly important. In this *conceptual age*, we will need to foster and encourage *right-directed thinking* (representing creativity and emotion) over *left-directed thinking* (representing logical, analytical thought). However, this simplification of 'right' versus 'left' brain thinking is not supported by the research data.

A creative person is one, who has creative aspect in those personality characteristics of the creative's which distinguish them from the non-creative's. A number of researches have been done in this area and consequently different researchers have presented different lists of personality traits attributed to the creative persons. Teaching creativity which is possible when the teachers become more creative in aiding their learners. On the other hand, it means giving attention to creative problem-solving skills of students. Techniques for creative teacher provides for self-initiated learning on the part of student. The creative teachers create such situations in the classroom in which the students make an every effort for self-learning. The creative teacher encourages creative thinking among the students in the ways. Originality, Novelty, Fluency.

**Introduction:** Creativity is commonly thought of as a personality trait that resides within the individual. We count on creative people to produce the songs, movies, and books we love; to invent the new gadgets that can change our lives; and to discover the new scientific theories and philosophies that can change the way we view the world. Over the past several years, however, social psychologists have discovered that creativity is not only a characteristic of the individual, but may also change depending on the situation and context. One answer is psychological distance, anything that we do not experience as occurring now, here, and to ourselves falls into the “psychologically distant” category. Scientists have demonstrated that increasing psychological distance so that a problem feels farther away can actually increase creativity. Psychological distance affects the way we mentally represent things, so that distant things are represented in a relatively abstract way while psychologically near things seem more concrete.

### Tips for Boosting Creativity:

- Commit Yourself to Developing Your Creativity
- Become an Expert
- Reward Your Curiosity
- Realize that Creativity is Sometimes Its Own Reward
- Be Willing to Take Risks
- Build Your Confidence
- Make Time for Creativity
- Overcome Negative Attitudes that Block Creativity
- Fight Your Fear of Failure
- Brainstorm to Inspire New Ideas
- Realize That Most Problems Have Multiple Solutions
- Keep a Creativity Journal
- Create a Mind Map
- Challenge Yourself
- Try the "Six Hats" Technique
- Look for Sources of Inspiration

- Create Opportunities for Creativity
- Consider Alternative Scenarios
- Create a Flow Chart
- Try the Snowball Technique

**Increasing Creativity through Meditation:** Our creative intelligence is not accessed by effort in the conventional sense that you learned at school or work. We cannot try or strive or strain for it. It's more about dissolving the internal barriers that come between us and our innate creative potential, so we can align with it and allow it to flow more freely. Meditation is a doorway between our inner and outer worlds. Between "reality" and an elusive "something else" we sense beneath, between and beyond what those five senses can grasp. Meditation offers enormous benefits for everyone and a set of particular benefits for those who are engaged in a creative activity like writing.

1. **Creates Conditions for Insight:** Insight, perception, revelation: these are the qualities that mark out the good writer from the mediocre, the great writer from the good. Meditation creates the mental and emotional conditions in which they are most likely to flourish.
2. **Ease Artistic Anxiety:** It's not easy putting yourself out there, day after day, in words. It makes us a little crazy—vulnerable, edgy, raw sometimes. Meditation soothes those edges and creates a place of safety from where we can take risks.
3. **Claims the Essential Self:** "Be yourself," Oscar Wilde once said. "Everyone else is taken." But it's not always easy, especially if you're trying to do it in words. By consciously quieting the chatter of our surface mind, we claim our authentic and essential self—the indefinable essence that makes us unique, different from everyone else. And as we claim this self more fully, we become more open to expressing it.
4. **Connects Us to Creative, Imaginative, Artistic Space:** The human mind operates at three levels: Surface (Intellectual/Ego) Mind, Deep (Emotional/Intuitive) Mind, and Beyond (Imaginative/Inspirational) Mind. Meditation has benefits with regard to all three, most particularly in how it allows us to tap the deeper, wiser dimensions of our minds, which tend to speak in whispers.
5. **Quiets the Critics and Enjoys the Ride:** Meditation makes us very much less vulnerable to critics, and to the pressures and persuasions of others. It also muzzles the meanest critic of all: By freeing us from the surface chatter of our everyday mind and the sticky grasp of emotion, meditation allows us to observe ourselves and others more clearly.
6. **Improves Attention and Concentration:** Essentially, meditation *is* focus. Practicing it daily helps us to have it and to be able to draw on it when needed—an essential when negotiating the distracted world.
7. **Fosters Flow:** For writers, flow is that delectable condition where words seem to appear of their own volition, where all we have to do is turn up and take dictation.

**Fostering creativity:** Creativity is becoming increasingly important. In this *conceptual age*, we will need to foster and encourage *right-directed thinking* (representing creativity and emotion) over *left-directed thinking* (representing logical, analytical thought). However, this simplification of 'right' versus 'left' brain thinking is not supported by the research data.

Nickerson provides a summary of the various creativity techniques that have been proposed.

- Establishing purpose and intention
- Building basic skills
- Encouraging acquisitions of domain-specific knowledge
- Stimulating and rewarding curiosity and exploration
- Building motivation, especially internal motivation
- Encouraging confidence and a willingness to take risks
- Focusing on mastery and self-competition
- Promoting supportable beliefs about creativity
- Providing opportunities for choice and discovery
- Developing self-management (met cognitive skills)
- Teaching techniques and strategies for facilitating creative performance
- Providing balance

Promoting intrinsic motivation and problem solving are two areas where educators can foster creativity in students. To promote creative thinking educators need to identify what motivates their students and

structure teaching around it. Providing students with a choice of activities to complete allows them to become more intrinsically motivated and therefore creative in completing the tasks.

**Potentialities of a Creative Person:** A creative person is one, who has creative aspect in those personality characteristics of the creative's which distinguish them from the non-creative's. A number of researches have been done in this area and consequently different researchers have presented different lists of personality traits attributed to the creative persons. Reference in this connection may be made to the studies conducted by Cattell (1968), Torrance (1962) MacKinnon (1962) and Foster (1971), etc. These studies along with other personality studies have brought out the selected behaviour characteristics or personality traits of a potentially creative individual which are as follows:

- Originality of ideas and expression.
- Adaptability and a sense of adventure.
- A high degree of awareness, enthusiasm and concentration.
- The ability to take independent decisions.
- A high degree of sensitivity towards problems.
- Fluency of expression.
- Flexibility in thought, perception and action.
- Ability to transfer learning or training from one situation to another.
- High aesthetic values and a good aesthetic judgment.
- Self-respect, self discipline and a keen sense of justice.
- Respect for the opinions of others and acceptance of disagreement and opinions different from one's own.

**Creative Teacher:** It is true that creativity cannot be taught by the traditional authoritarian methods and it is also true that creative teaching is the best and indispensable way for promoting creative behaviour in students wherein the teacher needs to invent such creative techniques during the process of teaching in the classroom which are unforeseeable and unexpected and put the students in surprise. Such experiences would, in turn, besides sustaining their interest in learning, induce students to think off different directions in order to come up with a large number of solutions to the problems.

Techniques for creative teacher provides for self-initiated learning on the part of student. The creative

teachers create such situations in the classroom in which the students make an every effort for self-learning. It helps the teacher in eliciting creative responses from his students. Self-activity encourages students to make wild guesses, to explore, and spontaneous, and independent thinking among students. Most important learning helps them in becoming self-starters. The creative teacher encourages creative thinking among the students in the following ways.

**Originality:** He welcomes original ideas from his students and also assists them in releasing more and more ideas; out of them some may be original. To be original means to break away from the obvious, the routine and the conventional. He can determine the originality of the responses advanced by students through statistical rarity. Statistical infrequency is the criterion to determine originality of a response. For example, if the similar response to given problem has been advanced by more than five percent then no value (score) is assigned to it.

**Novelty:** Novelty means that the product must be new. The newness can be determined subjectively as well as objectively. By subjectively we mean that there is something novel about the product for the created while as newness of the object can objectively be determined in terms of statistical rarity of judge by a forum of some kind. Both are important however, the more important is the subjective assessment of the product in terms of its newness.

**Fluency:** Fluency is the ability to generate a large number of ideas to solve the problem. Other things being equal, the more ideas the student can command, the more ideas the student can command, the more problems he can solve. If he is fluent in his ideas then he can bring more immediately a fertile mind to his studies and can put what he has learnt a wider use.

**Social Attitudes to Creativity:** Although the benefits of creativity to society as a whole have been noted, social attitudes about this topic remain divided. The wealth of literature regarding the development of creativity and the profusion of creativity techniques indicate wide acceptance.

There is, however, a dark side to creativity, in that it represents a "*quest for a radical autonomy apart from the constraints of social responsibility*". In other words, by encouraging creativity we are encouraging a departure from society's existing norms and values. Expectation of conformity runs contrary to the spirit

of creativity. Ken Robinson argues that the current education system is "educating people out of their creativity". Nevertheless, employers are increasingly valuing creative skills.

**Conclusion:** Even those of us not in explicitly creative fields must come up with new ideas and insights in order to move ahead. How can we shake up our thinking patterns? Creativity has been pegged to conducive environments, perfect collaborators, personality traits, serendipity, and even spiritual

muses. While research psychologists are interested in increasing innovative thinking, clinical psychologists sometimes encourage patients to use artistic expression as a way to confront difficult feelings. The ability to "think outside the box" is highly sought after. However, the above-mentioned paradox may well imply that firms pay lip service to thinking outside the box while maintaining traditional, hierarchical organization structures in which individual creativity is condemned.

#### References:

1. Arieti, S. Creativity: The magic synthesis, New York: Basic Books, 1976.
2. Bartlett, F.C., Thinking an experimental and social study , London: Allen & Unwin, 1958.
3. Drevdahl, J.E., Factors of Importance for creativity J. Cl. Psy. Vol. 12, 1956, p.22.
4. Getzels, J. W. and Jackson, P.W, Creativity and Intelligence, New York: John Wiley, 1962.
5. Parnes, S. J. Education and creativity. Teacher college Record 1963, 64: 331-339.

\*\*\*

Dr. U.K.Kulkarni/Asst.Professor/Department of Education/Karnataka State Women's University/  
Jnanashakti Campus/Torvi/Vijayapur-586108/Karnataka/India/raghuttamuk2@yaghoo.com