



AN OVERVIEW ON CREATIVE TEACHING METHODS

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ABSTRACT

Any society or nation's engine for growth and progress is education. Despite the adoption of numerous teachings and learning approaches, 21st century education faces numerous challenges. Most teachers used the teacher-centered learning method in the pre-technology era. Many studies show that traditional methods are no longer relevant to today's youth, and many institutions of higher learning are moving forward by integrating creativity and innovation into their teaching and learning process. In private universities, this paper attempts to examine the connection between creativity and innovation in teaching and learning process and student academic performance. Surveys, interviews, and observation with teachers or educators were used to collect data, which was then combined with secondary data. And analyzed using SPSS. According the studies, innovative teaching methods make a particular concept clear to students, students develop an interest in learning more about the concept, and students develop shows important. Correlation of a concept, and there is a positive relationship between creativity and students' academic performance while using various teaching methods. The researchers have proposed a few ways that teachers. Educators in private higher education institutions may employ to teach people using student-centered learning instead of traditional teaching methods to ensure that students improve their academic achievement[1].

KEYWORDS: *Creativity, Creative, Effective, Instructors, Teaching.*

1. INTRODUCTION

Education is the engine that propels every society and country ahead. Despite the adoption of numerous teaching and learning approaches, 21st century education faces numerous challenges. Our learners' profile have changed, as seen. Chen described digital natives as "passing through our schools, bearing a transformational shift in their pockets in the shape of powerful digital handheld devices" who were "weaned on video games on Wed. As according Pink. The 20th century will be controlled by a new way of knowing, having, and doing, and right – brain abilities will become increasingly important. Most teachers used the teacher-centered learning method in the pre-technology era. Likewise, many studies indicate that traditional methods are no longer applicable to today's younger generations. Pedagogical innovations have been linked to cross-curricular abilities such as social and communicative

skills, meta-cognitive skills, reasoning, and creative thinking in recent educational reforms in various countries. To fulfill contemporary expectations, and educators must abandon outdated ideas and pedagogies and become outspoken advocates for the formation of the kind of learning dispositions required for our students and their future careers. Many institutions of higher learning are now making big strides ahead by integrating creativity and innovation into their teaching and learning processes. Creativity is defined as the ability to create or bring a new into life, whether it be a new issue solution, a new technique or device, or a new artistic item or form. Design thinking is a way of learning that focuses on developing learners' creativity and conviction via hands-on projects that stress empathy, encourage a predisposition towards action, encourage intention, and build active problem-solving skills and capabilities. Educators may assist students build a skill set that includes concepts that are usually not encouraged within traditional settings while also improving their school achievement by incorporating creativity and innovation into the teaching and learning curriculum[2].

1.1. Creativity and Innovation in Education:

Creativity is the ability to create or bring a new into existence, whether it's a new issue solution, a new method or technology, or a new artistic item or shape. As according Pen nick, creativity is the act of becoming sensitive to troubles and disharmonies, as well as trying to identify, trying to solve, making educated guesses or theories, possibly rewriting and reiterating them, experimenting to find results, and finally reporting the results. As according Runco.creativity is a unique human trait that represents our ability to adapt to changing situations and also our effective cognitive abilities to integrate and expand upon ideas. In contrast, creativity produces actionable ideas, new thoughts, new designs, and new opportunities, while innovation enhances the value of new products. Adding to this, Akinboye.stated that without creativity, a person is unable to access the entire range of accessible knowledge and resources, and instead is trapped in old habits, structures, patterns, ideas, and perceptions. As society grows more complicated, people are becoming more conscious that yesterday's techniques are inadequate in solving today's issues. Which is why creativity and innovation are required in nearly every aspect of society. Play, imagination, fantasy, feelings and emotions, meaning creation, and the use of symbols all are part of the process[3].

1.2. Research Objective:

The focus of this research is to see if there is a link between creativity and innovation in teaching methods and academic performance among students. The discussion primarily focuses on identifying the implications of innovation and creativity in tertiary education teaching techniques or approaches. This research is also attempting to suggest ways for teachers to apply the creativity method and curriculum.

1.3. Meaning of the Term 'Creativity':

It's tough to describe the word "creativity." Most prominent authors in the area of creativity have identified a variety of activities that are considered creative, as well as research that focuses on creative individuals such as politicians, scientists, artists, and teachers. Some creativity experts distinguished between high-level and ordinary creativity when defining the term. Another distinction is between originality in certain domains vs creativity as a unique process used in a specific domain. This second sense is used in the explanation of innovation that will be provided later in this article. Torrance. Who inspired a scientific approach to creativity in the United States and around the globe, impacted the majority of early research on creativity. Torrance sees creativity as a process of recognizing issues, determining possible solutions, formulating hypotheses, assessing, and presenting the findings. Torrance goes on to say that this process include coming up with new ideas, having a diverse range of viewpoints, escaping from old patterns, combining new ideas, and examining connections

between ideas. Torrance's theories are significant and still considered valuable today, although his thinking is still constrained by psychometric methods, which gets a lot of criticism and is considered outdated[4].

1.4. Creative Teaching:

When an instructor combines existing knowledge in a new or unique manner, or provides a new process to feed cognition to achieve a beneficial result, it is considered to be creative teaching. This may be planned ahead of time or implemented in response to the requirements of a certain educational environment. Because creative teaching is an art, instructors cannot be taught how to be creative in a didactic manner. Instructors, on the other hand, must acquire a diverse set of skills that they can modify and apply to a variety of circumstances. Davis and Rimm agreed that personal creativity can be improved, and they even suggested that it could be taught. As a result, instructors' teaching inventiveness may be honed. The majority of creative ideas in Northern America come from case studies of renowned inventors in the arts. A teacher, on the other hand, seldom reaches this level, despite the fact that they work with creativity on a daily basis. As according Jeffrey & Craft. Creative instructors are[5].

1.5. Creativity and Learning:

To increase students' creativity and more effectively implement modern curriculum, creative teachers are required. All children need to be innovative. And it should be given the same importance as literacy. Despite the fact that creative instructors have an important role in fostering students' creativity. And originality is recognized as an important dimension in education, little study on creative teaching practices exists. Moreover, the instructor's creativity is required in order to develop a more effective strategy that is in line with current learning theories. The teacher should adapt the curriculum to suit the interests and needs of individual students, as well as the needs of a rising media hungry for knowledge, as a result of the paradigm change towards student-centered constructivism. However, there really are fewer rules for using it in the school. If learners must be creative in order to develop knowledge, teachers must also be creative in order to facilitate the process. Although answer scripts are given, the teacher must be able to enhance the answer in order to respond to questions which is not included in the script. In this case, creative instructors are very essential[6].

1.6. Creative Teaching and Impact on Students and Colleagues:

Reilly ET al. conducted a ten-year study in Canada to discover creative teaching and its impact on students and colleagues. This research is founded on the idea that creative instructors recognize that a class is a part of a broader system in a school, a district, and a community. Each student is an open learning system, consisting of physical, cognitive, and socio-emotional development in a culture that may or may not be favorable to the educational environment, according to creative teachers. Something which creative teachers should be aware of and reflect on as they teach. This study examines the experiences of teachers who have been nominated or awarded for teaching excellence or innovative teaching techniques. Individuals engaged in creative activities and projects such as the introduction of teaching, action research to improve teaching methods, and the creation of a living educational theory fall into this category. The instructors came from all educational levels: primary, secondary, and university.

1.7. Perception of Teachers about Creativity:

Teachers' views of creativity were examined by Morays. This research found how understanding instructors' views of the meaning of creativity may aid in the development of appropriate methods for fostering creativity in the classroom. Creative teaching, according to Morays, is one that encourages acceptable risk and unexpected situations while always attempting to enhance student creativity. Close connections with students and a having to

learn classroom atmosphere should go hand in hand with the instructor's experience and potential to address students' cognitive abilities. The researchers discovered that the instructors' views of teaching and creative teaching are quite close to the theoretical notions. The intervention method, which assists instructors with putting their ideas about creative activities into action, will guarantee that instructors are better equipped to assess and nurture creativity in their students. Case studies, classroom observations, planning, and evaluation via the creation of a creative assignment in class may all be used to carry out this intervention[7].

1.8. Factors that Influence Creative Teaching and Effective Strategies:

Another study looked at the variables that affect innovative teaching and effective strategies used by three instructors who won prizes for creative instruction. Personal in-depth surveys, focus group interviews, classroom observations, and instructional content analysis were conducted on all three teachers. The study discovered that there are many factors that influence innovative teaching[8].

1.9. Creative Instructors and the Teaching Curriculum:

Woods. Did a study of primary school teachers that also included in-class and school observation, interviews, and a review of documents, movies, and the teachers' life stories. One of his goals was to investigate the impact of the teaching curriculum on creativity. He discovered that frequent changes in teaching material stifle teacher creativity since instructors feel obliged to use certain teaching techniques. As a result, school officials should properly address changes in learning content so that instructors may continue to teach creatively[9].

1.10. What Makes a Teacher Creative?

As according Gown and Bruch.an effective creative teacher requires more than just a creative individual. Gifted children in.classrooms, demonstration teachers specifically chosen for their creative abilities, counsellors for each class, and.trainers took part in their experiment during a creativity camp. The counselors asked all of the display teachers and trainees to define themselves, while the demonstration teachers and trainees were asked to describe the requirements for creative teachers. We created a list of good and negative adjectives. These positive words were found to be those used to characterize effective creative teachers. Aside from being creative, the teacher or instructor must have a lot of energy, self-confidence, boldness, a warm outgoing personality, intelligence, originality, and not be hasty or impatient[10].

1.11. Creative Teacher Initial Training:

A research on the education of creative teachers was conducted by Grainger et al. They found that in order for trainee teachers to adopt creative teaching techniques, they must see tutors teaching in a creative manner and participate in creative learning experiences. Teachers need more than a basic understanding of the curriculum. Prospective teachers must believe in the ability of teaching methods to engage and inspire minds and hearts, and this will be based on the instructor relationship in real life. This research suggests that creative teachers utilize their own creativity to pique learners' attention and engage them in new ways of thinking and learning. Such a teacher will employ a variety of strategies in order to promote others' creativity.

1.12. Questions Asked by Creative Teachers:

Torrance and Hansen. Compared the question-asking habits of six highly creative versus six less creative instructors in a research. The results of a written exam on creative thinking skills were used to classify these teachers. To determine the kind of questions posed in class, detailed observations were made. Each question was given a score using a scoring system. If the question requires divergent answers. And is self-involving. A higher number weight is given. Simple answer questions and factual questions are given less weight in the points

system. The mean score for highly creative instructors was 22 times higher than for less creative instructors. This shows that highly creative instructors posed questions that were significantly different from all those posed by their less creative peers.

2. DISCUSSION

To reach specific sets of Sheldon's multiple Intelligences, creative teachers often create their own active learning and absorb and adapt techniques and strategies from their peers. Playing musical instruments. Painting, collage, home corner play, dress ups, singing nursery rhymes and action songs, puppetry, story-telling, and dance to the rhythm are all examples of everyday creative play. Interaction, listening, cooperation, flexibility, empathy, and patience are all qualities of a successful teacher. An engaging classroom appearance, value in actual learning, the sharing of best practices, and a lifelong love of learning are all characteristics of effective teaching. The first step in finding your creative channel is to become more self-aware and know more about yourself. Take a break from work, the kids, or any other sources of distraction to reconnect with yourself. An antidote to worry and stress: A creative activity may help you fill a gap in your life while also shifting your attention away from stressful situations such as work. A healthier body and mind: Research shows that doing something you love reduces blood pressure, the stress hormone cortisol, and BMI. Drama, song, dance, or art encourage infants' creativity and imagination. These exercises also aid in the development of young children's senses through discovery and exploration. They enable toddlers to express their perception of things and their position within it.

3. CONCLUSION

There's been a numerous studies on creative teachers, some of which concentrate on the government's impression of them, resulting in a lengthy list of characteristics which teachers should have. Another study focuses on observing and analyzing creative teachers in order to produce accounts of specific interventions. Instructors that are creative are needed not just to accomplish complicated educational goals, but also to instill skills in students so that they can behave more successfully in today's globalized society. Student teachers, fostering students' interest in the classroom, trying to demonstrate a high level of awareness and interpersonal skills, having internal motivation based on the values, and willing to take risks even while within the confines of their safe environment are all features that educators share across studies conducted around the world. In Malaysia, research on creative teaching should be conducted in order to determine if instructors in Malaysia possess creative characteristics that can be translated into classroom instruction. As a consequence, more creative pupils will be created, allowing the country to accomplish its goal of increasing innovation.

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