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Aspects and consequences of creativity of primary school pupils

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**Object of study:** Pedagogy

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**Introduction into discussed problems**

Creativity and its exact definition has been in the scope of scientists for a long time. This term comes from Latin word "creare" which means to create, produce or give birth. A later term creativity comes from an English word "creativity" which was put into practice in 1949 by J.P. Guilford in conference of American Psychological Association.

Modern Society place emphasis on flexibility, originality and new approaches, that is why from primary school, it is a duty of teachers to prepare pupils for their independence and creative thinking, not to worry to experiment, to use new alternatives in education approaches. Children come to school with differently developed ability of creativity and they experienced different personal development as well. Every pupil can create, however to a different extent and intensity. A spontaneously creative student is creative by himself/herself, but there is no doubt that other students need to be stimulated to creativity as well. Can teachers’ approach to pupils and teaching influence their development of creative activity? How much can teacher´s personality affect pupils creativity? Is there a connection between creativity and pupil´s school results? Are children with better grades more creative than children with worse grades? Is there any relationship between creativity and style of learning? How does social environment affect creativity? Does creativity change with age? In which level do personal abilities affect creativity?

Some are linked to them directly, others bear their consequences only marginally. Complexity and difficulty of personal structure suggest that a clear dependency is not possible.

Since I want to gain more knowledge about the phenomenon of creativity and also to identify and examine the factors that affect the creativity, In my dissertation I decided to address one of the circuits - identifying creativity in pupils' of the first grade of elementary school and finding connections between creativity and anxiety. Why creativity vs. anxiety?
Nowadays a number of children with anxiety disorders increases. Younger school age and preschool age is a typical period of increased anxiety. The critical period is around 10 years of age. Anxiety reduces power of motivation, as well as the individual's performance, breaks and slows down thinking and it affects its efficiency already at a low level. It slows down effectiveness of complex tasks solving. A link between behavior and response variability was found, hence communication influenced by anxiety. People with higher levels of anxiety do not have ability to provide as much information about themselves as those with lover levels. The speech of stressed individuals shows a greater number of errors, stereotypes, repairs, stammer, as well as form and content correction. Increasing anxiety leads to mental paralysis of functions paralyze and to reduction of performance quantity and quality. In extreme cases, we can go back to primitive and stereotyped ways of problem solving. Due to an inadequate experience, children’ personal development may be affected.

**Research Questions:**

Are there any differences in level of non-verbal creative abilities between children with anxiety disorders and pupil without signs of anxiety?

Are there any gender differences in creativity between boys and girls?

Does creativity change with age?

**Research methods to be used:**

Torrance Figural Tests of Creative Thinking.

Statistical methods for verification of the hypotheses

Comparative Analysis

**Research sample:**

The research sample will consist of primary school pupils (random selection).The first group will include pupils with anxiety disorders (diagnosed by clinical psychologist) and the second group will be composed of pupils showing no signs of such a disorder. Each group will contain 60 pupils. Each grade will be represented by the same number of children with anxiety disorders and pupils without signs of such disorder.

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