

# POTENTIAL, EXPRESSION AND DEVELOPMENT OF FUTURE PRESCHOOL AND PRE-PRIMARY EDUCATION TEACHERS' CREATIVITY IN STUDY PROCESS

**Aušrinė Gumuliauskienė**

**Daiva Malinauskienė**

Šiauliai University, Lithuania

**Abstract.** *The article deals with the problems of the development of future preschool and pre-primary education teachers' creativity in study process, actualizes the importance of the development of a future professional's creativity as one of the soft skills in the context of the challenges of modern transformations of the society, change in education, reforms in teacher training, presents theoretical interpretations of the concept of creativity, analyses the results of the research on the potential, expression and development of future childhood pedagogues' creativity in study process, substantiating existing general problems and the importance of necessary changes in developing learners' creativity in closely related cycles of high school and university education. The article emphasizes the need for enhancing responsibility, motivation for study quality and development of skills necessary for professional activity not only in teachers but also in students themselves.*

**Keywords:** *development of creativity, soft skills, future teachers of preschool and pre-primary education.*

## Introduction

The processes of the increasing in-depth transformation of the society and the multifaceted change of person's interaction with the environment require essential systemic changes in human education and training. They require bigger social and value-focused purposefulness and effectiveness concentrating on the demands of the society of today and future and dynamic labour market, the expectations of the policy and practice of education in the world and the European Union, experiences, indicators of quality increasing the added value of education. The European Commission already in 2012 issued the communiqué inviting the EU member states to review national educational aims and priorities, to increase the scope and pace of the reforms investing into a person's abilities thus ensuring the competitive possibilities of the EU globally and increasing its productivity and the growth of economy.

During the recent decade in the Lithuanian system of education many important strategic decisions have been taken (in “The Strategy of Lithuania’s Progress “Lithuania 2030” (2012), “State Education Strategy 2013-2022” (2013), “Good School Concept” (2015), “Description of the Study Area Group of Education and Training” (2015), “Creative School Model” (2012), “Guidelines of the Transformation of General Education School” (2017), etc.) that had to become the basis of the essential systemic qualitative changes in various sectors of education. The changes are taking place in many fields of the system of education, however, the evaluation of their intensity, scope and efficiency in the paradigm of “educational strategies and educational reality” is controversial. The data of international and national research show as well as OECD and other international and national experts state that the segments of education of all levels lack harmony, a more distinct effect of the change in education is not observed. In the context of the majority of the problems of the system of education evaluating the change in closely interconnected sectors of preschool and general education and teacher training their incongruity to the challenges, requirements and future prospects of the modern society is emphasized.

The increasing role of creativity in the societies that are getting more and more modern already at the beginning of this century was emphasized by scientists highlighting the growth of the share of professionals having creative jobs in various sectors of activity (Florida, 2002) and rapidly increasing demand for innovations in all the fields of the life of society. The data of the global employment platform “Monster”, Eurofolio research on employers’ opinion in 2015 in 7 countries including Lithuania show that future employees’ creativity and other soft skills are most often wanted and valued by employers. In World Economic Forum (2016) the TOP 10 of the competences especially relevant for the labour market and a person in forthcoming years (up to 2020) was presented. In the first position the competence of complex problem solving that requires person’s creativity has been remaining for some time, creativity is in the third position. It means the growth of the relevance of creativity and its development in all levels and for all the fields of human activity in the modern intensively changing world. It is not by accident that the question about the transition from the society of information to the society of abilities/skills when applied and professional knowledge gained in schools and universities become secondary and the development of soft skills (critical and contextual/systemic thinking, cognitive flexibility, emotional intellect, art of negotiation and communication, motivation, creativity, ability to form life goals, problem solving, leadership) become dominating is a relevant object of the discussions and solutions of

employers, business representatives, education policy makers, scientists, practitioners and the learners themselves.

The development of a competitive personality in the 21<sup>th</sup> century when the newest technologies are more and more conquering not only the industry and business of the world but also the systems of education, when the newest technologies, open source platforms can convey knowledge to a learner more rapidly and effectively than any teacher or lecturer in the majority of the world countries the systems of education undergo radical changes. In “The Strategy of Lithuania’s Progress “Lithuania 2030” it is also emphasized that Lithuania should pay more attention to the development of higher skills because it is a factor of creating the welfare of the country and its progress directly conditioning creativity and innovation. Therefore, meaningful aims are set for education especially school (the understanding of which according to “Good School Concept” (2015) comprises a preschool institution as well): to turn from traditional education based on repeating and remembering information to education that stimulates thinking and creativity, development of leadership, the system that stimulates learning and increases the self-government of communities. The aforementioned goals are also relevant to teacher training institutions of higher education. In “Description of the Study Area Group of Education and Training” (2015) the aim of studies is emphasized – to train a person ready for the activity of education and training, able to creatively act and adjust to constantly changing environment in various sectors of the system of education.

Implementing the project “Creative Partnerships” in Lithuania (2011-2014), where 200 creators and over 100 schools participated, the creative school model was created striving for important aims – to develop learners’ creativity, to inspire, to help them learn and increase motivation; to develop teachers’ abilities of creative work; to develop creative approach towards learning in the Lithuanian schools; to develop the competences of the practitioners of cultural and creative sector. However scientists analysing the experiences of national and European reforms of education generalize them with evident paradoxes, the essence of which – the regulations established in strategic documents of education – often lose their practical meaning, they are of imitative character and do not bring the expected effect because of the whole complex of contradictions and other factors. It should be stated that so far in the practice of education the focus on academical achievements predominant because of formal requirements makes the content of strategic regulations narrower, a person’s skills important in real life and his/her competences do not “fit in” learner’s individual progress and formal system of the evaluation of his/her achievements, therefore, they do not become the priority aim of education.

The research proves that the development of creativity, its expression in child's teaching/learning and teacher's professional activity still remains a problematic area of education and is a relevant field of continuous scientific research searching for more effective opportunities of the development of creativity. The communities of preschool education institutions, schools and universities are the main implementers of the change of ideas and processes, creators of the added value of education. Revealing the potential creative powers of the learner's personality, using them in the processes of education and the role of the gained creative experience for his/her future professional and personal achievements depend to a great extent on the effective realization of teachers' creative skills in professional activity.

**Research subject** – the expression and development of creativity in future preschool and primary education teachers in the study process.

**Research aim** – to substantiate the importance of creativity and its development in the context of important changes of society and dynamic labour market, to reveal the peculiarities of the potential, expression and development of creativity in future preschool and primary education teachers in the study process.

**Research methods:** analysis of scientific literature and strategic documents of education, questionnaire survey, test for the identification of the level and profile of creativity prepared by Human Study Center, quantitative and qualitative analysis of the data of the research; calculated absolute and relative values.

### **Change of the concept of creativity and the importance of its development**

The research on the concept, nature, structure, development, expression of creativity, the impact of the factors influencing these processes and their outcomes in the works of national and foreign scientists in humanities, social sciences and other fields is not a new area of scientific research. The problems of creative work and creativity have been of interest since the antiquity through the whole evolution of culture. The works of psychologists made the biggest contribution to the research on creativity. This phenomenon has been analysed as a personality feature, skill of thinking, process of creative work, result of social learning, it has been attempted to reveal the interactions between creativity and intellectual processes, its origin, the influence of social environment on creativity, etc. As a consequence of long-term interdisciplinary research applying different methodological approaches, joining various components and contexts of influence together the concept of creativity has been changing, more and more actualizing its multifaceted character and importance

in all the fields of human activity. For many decades creativity has been identified with divergent thinking that manifests itself in the ability to create the most different ways of problem solving and has four dimensions: fluency, originality, flexibility and elaboration (Guilford, 1950) and is one of cognitive components of creativity (Karkockienė, 2005). Creativity is traditionally defined as a *trait of personality related* to the ability to discover something that is new, original, unexpected (Guilford, 1968; Sternberg & Lubart, 1999; Sternberg, Lubart, Kaufman, & Pretz, 2005; Grakauskaitė-Karkockienė, 2002, 2005; Petrulytė, 2001, etc.). Torrance E. P. (1974) created creativity tests applied until now, related it with creative thinking and as the other representatives of pedagogical psychology (Bloom, 1985; Subotkin & Arnold, 1999, etc.) analysed it in the context of teaching and learning. According to many researchers (Runco, 2004; Girdzijauskienė, 2004, Grakauskaitė-Karkockienė, 2002, Jovaiša, 2007, Jonynienė, 2013, etc.), creativity is a sum total of skills, a complex of intellectual and personal features and the approach towards life. It is noted that creativity is mostly conditioned by individual personality traits: originality, flexibility, fluency, curiosity, sensitivity, energy and independence, ability to solve problems and accept challenges. Describing creativity as a result its novelty and social significance is emphasized. Various outcomes of activity are considered as a creative product.

In the fields of long-term research on creativity the transition has been made from traditional to holistic concept of creativity emphasizing the inborn potential of creativity of every person. Recently the reference most often is made to systemic or sociocultural approach towards creativity analysing it in the complex context of the interaction between personality, society and culture. It is defined as the ability to create new things that is conditioned by the interaction of several factors: traits of personality, abilities and inclinations; preparedness for creative activity of a certain field; environment. Such methodological approach shows that creativity is the result of the interaction between the aforementioned components, and inborn inclinations, abilities, talents is not the only source and precondition of creativity. Although it is often stated that every person is creative, two levels of creativity are distinguished – *exceptional* and *ordinary*. *Exceptional creativity* is described as a person's ability to create original ideas, insights, knowledge, rearrangements, discoveries, works of art or other innovations that are considered valuable by the others, are acknowledged and essentially transform the field of activity or even the whole world of humankind. *Ordinary creativity* is a feature characteristic to every person to create something new by imagining, improvising, solving problems or thinking critically. These creative works may not have big importance and may not be original but they are new to their author. Instead of ordinary and exceptional

creative skills sometimes more levels of creativity that can also be considered as kinds of creativity are distinguished (Cropley, 1999; Vaicekauskienė, 2009).

In the 21<sup>st</sup> century facing constant changes, challenges and their consequences in the life of a person and society the scope of problems that have to be managed and solved in various levels and in all fields of life is increasing every time delegating increasing responsibility to a person himself/herself. It is not by accident that in the system of education the tendency to give priority to systemic sociocultural concept of creativity is becoming distinct giving it a more evident dimension of universal and social character. According to one of the concepts of this creativity (Craft, 2001) the following is attributed to it: belief in one's abilities, activeness and initiative as the life disposition; insight into problems and solving them; ability to cope with everyday requirements applying various strategies based on knowledge, intuition, consistent thinking; creation of innovations. Creative process of problem solving teaches us to apply effective methods by generating and evaluating ideas and striving for balance between divergence and convergence. It is a dynamic balance making a process of creative problem solving valuable and effective (Obrazcovas, 2012). General creative skills or everyday creativity help a person to survive appropriately reacting to the change of environment, they are the basis of the development, self-expression, successful social integration, competitive potential of personality.

In the context of the Fourth Industrial Revolution (Schwab, 2017) and challenges of the global labour market alongside with other abilities and features creativity is attributed to the group of "soft skills" that not only complement professional abilities, "hard skills", necessary to perform a certain job but are important and can be used in various life situations and activities. In other languages soft skills mean human, interpersonal skills/abilities, personal features, social competences.

The variety of the concepts of creativity, its levels, types, the scope of the factors conditioning creativity and the features of a creative personality reflects the multilayeredness and complexity of the phenomenon of creativity.

A teacher is a creator of education, an assessor of learner's creative potential, a stimulator and implementer of learner's development, and at the same time a learning person, a professional creating the conditions of creative education. In the report "All Our Futures: Creativity, Culture and Education" (NACCCE report, 1999) commissioned by the government of the United Kingdom already in 1999 it has been stated that in order to reveal every young person's opportunities, it is necessary to have the national strategy of the development of creativity and culture agreeing on the understanding of these dimensions (Nicholson, 1999; Jones & Wyse, 2013). Appropriately prepared

programmes of the development of creativity are effective if they comprise more than one component of creativity (Karkockienė, 2005). Teachers play a conditioning role in organizing the process of education focused on the promotion of learners' creativity. However, social and other factors that influence teachers' creativity in professional activity are also very important: expectations of the creativity of school community, managers' activeness and purposeful activity in developing teachers' creativity and giving consistency and purposefulness to their professional creativity.

### **The tendencies of the generalized results of the research on the potential, expression and development of future preschool and primary education teachers' creativity in the study process**

The research was conducted in 2015-2017 while delivering the study subject "Development of Child's Creativity" for 3<sup>rd</sup> year (6 semester) students of preschool and primary education (4 ECTS). Forty-eight students (45 females and 3 males), whose age was 21-24 years, participated in the research. All the students had already had two internships in educational institutions of different type, 12.5 % of the students who participated in the research were working in preschool education institutions.

The aim of the study subject "Development of Child's Creativity" – to develop student's personal and professional competences on the basis of the theoretical backgrounds of the concept and development of creativity and applied skills – closely correlates with the aims of the study programme of preschool and primary education.

While projecting the strategy of the research the reference was made to the systemic approach towards creativity and its development. It was complied with the provisions that the potential and results of person's creativity are quantitatively and qualitatively changing. The dynamics of changes is more effective when the programme of a study subject is focused not only on the development of one of the components of creativity but of their sum total substantiating this process on the interrelations of the three levels – individual, organizational and social – and interdisciplinarity of studies.

Continuous research is at first related to a constant demand for the improvement of the quality of the contents and process of the programme of the study subject in order to ensure future teachers' better preparedness for creative professional activity.

**The research methods applied:** *questionnaire survey* (26 questions of open and semi-open type); *test on creativity* meant to identify the level and type of the respondent's creativity.

The research questionnaire consists of three groups of questions. The first one is meant to find out about students' personal attitudes towards creativity, its importance, the essential aspects of the concept of creativity; with the questions of the second group it is attempted to identify the peculiarities of the assessment of the expression and development of personal creativity; the third one is meant to identify the students' expectations, demands and aspirations during the study subject "Development of Child's Creativity". With the help of the test (prepared by Human Study Center, 2007) it was attempted to identify the level and type of the respondents' creativity at the same time developing the knowledge of the potential of student's personal creativity and the motivation for its purposeful and effective realization.

Because of the limit of the research sample the results obtained cannot be applied to the whole population of the students of analogous profile. Due to the fact that the analysis of every aspect of the potential, expression and development of the creativity of future teachers of preschool and primary education requires elaborate discussion and separate investigation we would limit ourselves to the generalization of the tendencies that emerged on the basis of the essential results of the research.

### **Generalization of the tendencies that emerged on the basis of the results of the research**

At the beginning of the study subject evaluating personal attitudes of future teachers of preschool and primary education towards creativity and the essential aspects of its concept, having conducted quantitative and qualitative analysis of the respondents' answers to the questionnaire it has been identified that the vast majority (81.2 %) of the students who participated in the research are characterized with positive attitudes towards person's creativity, perceive its importance in personal life and especially in professional activity. The answers of the one-fifth (14.5 %) of the respondents show their doubts about the importance of creativity, meanwhile 4.2 % of future teachers do not think about that because they suppose that *<...> in the life and educational system of today other priorities are actually predominant but not the demand for creativity <...>*. It shows that the majority of future teachers who participated in the research have a positive attitude towards creativity that is important for the motivation of teacher's purposeful creative activity establishing the psychological climate favourable for the expression of children's creativity.

The results of the research have revealed that for future teachers the nature and concept of creativity are problematic questions; almost one-third of the respondents doubt whether creativity is inborn or developed, meanwhile those

who state that creativity can be developed nevertheless admit that innate things are very important. Analysing the respondents' answers to open-type questions – *What is creativity? What features are characteristic to a creative personality?* – it was revealed that to more than a half (62.5 %) of the respondents a systemic concept of creativity is partially characteristic; it is more often related to the sum total of personality features, abilities, behaviour peculiarities, results of creativity where the traits of originality, novelty, ability to flexibly solve problems are predominant. It proves the complexity of the nature of creativity and at the same time actualizes the demand during the study subject “Development of Child’s Creativity” to establish conditions for students to get acquainted with scientific approaches and interpretations of the nature and concept of creativity, the methods of the identification of the manifestations of creativity, the criteria of evaluation.

The processes of the formation of person’s attitudes towards creativity and the expression of creativity are interrelated, influenced by macro and micro sociocultural, educational environment. The processes of their influences in specific contexts create certain meanings to a person conditioning his/her attitudes and motivation for creativity to be/not to be expressed.

According to the respondents, creativity of a personality is mostly influenced by: nature (81.2 %), intellect (79.1 %), peculiarities of imagination (75 %), personality traits (72.9 %), attitudes and motivation (66.7 %), example of parents and teachers (64.6 %), style of child’s upbringing (64.6 %); education in family and school focused on the expression of child’s creative potential (62.5 %); educational environment stimulating creativity (54.1 %); experience (50 %); knowledge (43.7 %), degree of meeting child’s needs (39.5 %); examples of creative works (25 %), etc.

The sum total of internal and external factors is important for the expression and development of creativity. One of the internal factors – knowing oneself, self-assessment of creative potential – is a precondition for the formation of positive attitudes towards creativity and an important motive for the realization of one’s creative potential and development of creative self-expression. During the survey it was clarified that the vast majority (81.2 %) of future teachers think that they are creative or rather creative than not creative; for 12.5 % it is difficult to assess personal creativity; 6.3 % of the respondents think that they are not creative. The authors suggest identifying the creative potential of a personality according to various criteria. In case of our research the chosen test helped to identify the level of the respondents’ creativity and its type (A – discoverer, B – critic, C – strategist, D – diligent, E – aesthete, F – curious, G – sensitive).

**Table 1 Distribution of students according to a dominating type of creativity (n =48)**

<b>Type of creativity</b>	<b>n</b>	<b>%</b>
<b>A</b> - discoverer	2	4.2
<b>B</b> - critic	5	10.4
<b>C</b> - strategist	4	8.3
<b>D</b> - diligent	9	18.8
<b>E</b> - aesthete	10	20.8
<b>F</b> - curious	7	14.6
<b>G</b> - sensitive	11	22.9

The predominant type of the respondents' creativity is "sensitive". Their creativity is conditioned by the perception of the world through senses. The smallest share of the respondents (4.2 %) according to the sum total of typical features belong to the type of "discoverers". These are persons who are self-confident, not afraid of uncertainty, possible difficulties or risk. It has been identified that for 12.5 % of students with a small difference the features attributed to several types of creativity are characteristic. The sum total of the most characteristic features attributed to every type of creativity (sensitive perception of the world, feeling the beauty, imagination, aesthetic needs, persistence, accuracy, intolerance to current norms and rules, tendency to apply personal system of the assessment of phenomena and processes, to take risks, ability to envisage new links, formulate ideas, etc.) in different aspects is very important to a creative teacher because education and learning is educational creative work and self-expression.

The results of the test have revealed that the level of future teachers' creativity vary from 98 to 132, consequently, is high and very high (the mean – 75).

**Table 2 Distribution of students according to the level of creativity (n=48)**

<b>Level of creativity</b>	<b>n</b>	<b>%</b>
98 - 100	3	6.3
101 - 110	17	35.4
111 - 120	22	45.8
121 - 132	6	12.5

The identified data of the level and type of creativity allow presupposing that the sum total of features characteristic to a creative personality in different fields manifests itself in different scope and intensity.

During the questionnaire survey the differences in the intensity of the expression of creativity have also been identified according to different periods of person's life. Before their studies in more than one-third (39.5 %) of future

teachers creativity mostly manifested itself in various artistic activities; in school students' self-government (8.3 %), in the field of technologies – (4.1 %), in everyday activity, etc. (6.2 %). During their studies the expression of future teachers' creativity is the most distinct in the study process itself (70.8 %), in social activity, students' self-government, volunteering (16.6 %), for working students it was in their professional activity (12.5 %). The respondents list the following periods as the most favourable for the expression and development of creativity: childhood (31.3 %), because <...> *had much freedom, the possibility to play; in family and preschool educational institution there were conditions for the expression of creativity <...>*; period of attending primary school (35.4 %), because <...> *everything was new, interesting, attended new hobby groups, the teacher was good and encouraged to participate everywhere <...>*; adolescence (33.3 %), because <...> *attended many hobby groups, there were many extracurricular activities at school; during the classes of certain subjects did many creative tasks <...>*; and especially the present period of studies (56.3 %), because <...> *at university we are not strictly inserted into the frame of the requirements any more; more tolerance, freedom; it is possible to do self-study tasks creatively, not according to one "stencil"; various study methods are applied; there is a stimulus to do tasks as creatively as possible because student's creativity is assessed; lecturers more than teachers notice students' abilities; communicate with a student as an equal partner; there are many opportunities for self-expression <...>*. The future teachers consider the period of senior grades as the least favourable for the expression of creativity (43.8 %). According to the respondents the main factors that were suppressing their creativity were the following: broad content of education/abundance of information, teachers' priority for knowledge and its testing, focusing on the preparation for examinations, lack of time, additional learning with tutors, competition among classmates, predominant intolerance for mistakes, etc. It has revealed that for future teachers to express their creativity at school informal activity was more favourable, the attention to it was paid to a greater extent only during the classes of separate subjects (arts, music, technologies, IT, literature, history). These tendencies of the research essentially coincide with the characteristics of unfavourable environment for the development of creativity in school that emerged in the "Research on the Environment Favourable for the Development of Creativity in School" (according to the project funded by the EU "Development of Creativity: Research and Methods") conducted in 2011 in 5 schools of the country (101 teachers participated).

Referring to the results of our research, during studies the following individual factors having negative influence on the expression of future teachers' creativity should be indicated: lack of time (20.8 %), lack of motivation and personal responsibility for learning outcomes (16.7 %), not high self-esteem

(10.4 %), avoiding criticism (8.3 %), doubts about choosing a profession (6.3 %), etc. On the level of the group quite often the expression of students' creativity is hindered by the competition among students for better learning outcomes (14.6 %), insufficiently good microclimate because of different interests of students, which does not stimulate collaboration among them (12.5 %), etc. The factors of the organizational level are mostly related to the physical environment of university, its facilities, not sufficiently meeting the demands of modern studies and especially to the lack of the newest information technologies (41.7 %), less often it is related to the peculiarities of the study process. According to the students (31.3 %), the development of creativity depends on a study subject and a lecturer. Because of the currently implemented reform of higher education that is controversially assessed the university community lives in the situation of instability, uncertainty about the status of the institution. It harms the psychological climate of the institution and academic culture, and has influence on the attitudes of creative activity and motivation of the whole institution.

The tendencies of the results of the research indicating personal experiences of the expression and development of future teachers' creativity, illustrating the peculiarities of the assessment of their attitudes, potential, expression and development of creativity are relevant in the realization of the aims of the study subject "Development of Child's Creativity".

The third group of the questions of the questionnaire helped to identify the students' expectations, demands and aspirations during the study subject "Development of Child's Creativity". It turned out that almost all the students who participated in the research (97.9 %) are at first interested in getting knowledge about the methods of the identification and development of the manifestations of children's creativity, in mastering the skills of their application, in practically testing them (89.6 %) in the study process. For students it is also relevant to get more broadly acquainted (68.8 %) with the concept of creativity itself, the features of a creatively personality, methods of problem solving (70.8 %), peculiarities of the development of child's creativity (77 %) and the strategies of the development of their creativity in different periods of age. 68.8 % of future teachers hope to expand their knowledge about the creation of the environment favourable to the development of creativity in an institution, the ways of the stimulation of children's creativity (64.6 %). The presented data of the research show that it is the most relevant for future teachers to form the abilities of knowing, stimulating and developing of children's creativity.

During the first session of the study subject "Development of Child's Creativity" students are introduced with the study aim, aspirations/outcomes, the

criteria of their evaluation. At the end of the study subject the opportunity is created for students to assess their achieved learning outcomes by themselves, to foresee the demands and opportunities of the development of the competence of creativity, to reflect on the study contents and process and to offer recommendations for their improvement. It is important not only to a student as a future professional but also to a lecturer in the search of the most efficient and effective strategies of the realization of the study subject.

### **Conclusions**

The processes of the increasing in-depth transformation of the society and the multifaceted change of person's interaction with the environment require essential systemic changes in human education and training, actualize the increasing role of creativity and its development in all levels and for all fields of human activity.

The aim set for teacher training higher education institutions is to train a person ready for the activity of education and training, able to creatively act and adjust to constantly changing environment in various sectors of the system of education. Revealing the potential creative powers of the learner's personality, using them in the processes of education and the role of the gained creative experience for his/her future professional and personal achievements depend to a great extent on the effective realization of teachers' creative skills in professional activity.

Future preschool and primary education teachers are characterized with positive attitudes towards creativity, high level of creativity, different scope and intensity of expression, experiences of the development of creativity having common peculiarities and demands.

The processes of the formation of person's attitudes towards creativity and the expression of creativity are interrelated, influenced by macro and micro sociocultural, educational environment. The processes of their influences in specific contexts create certain meanings to a person conditioning his/her attitudes and motivation for creativity to be/not to be expressed.

The potential and results of person's creativity are quantitatively and qualitatively changing; the dynamics of changes is more effective when the programme of the study subject "Development of Child's Creativity" is focused not only on the development of one of the components of creativity but of their sum total substantiating this process on interdisciplinarity in the interrelations of the three levels – individual, organizational and social.

Research-based realization of the study subject helps constantly improve the quality of the development of personal and professional competence of creativity in future preschool and primary education teachers.

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