

Promoting skills and abilities-the learner (pupil) as a crucial subject in creative learning

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Abstract

Contemporary innovations in the process of teaching serve as supporting factors in the realization of creative learning. Creative teaching is regarded as a modern segment (part) in the process of learning nowadays. In this case, our main aim is to treat and analyze the stimulation of the learners' skills, treating learners' as a subject of creative teaching. This evolution is occurring in the modern trends of the educational process.

The most important feature that we would like to emphasize regarding creativity in teaching is the role of the learner, as an essential factor in the whole teaching/learning process- as a crucial requirement in modern teaching. This requirement is one of the main focuses of this article where the matter (subject) of research is creative teaching, and its' function in stimulating students' skills and abilities for learning. In our research, in order to gain proficient feedback and results, we designed these research tasks: to study the impact of the formation of creative skills during creative teaching and to study the stimulation of students' learning skills. Respectively, we believe that it is important to study students' attitudes towards the stimulation of the skills through the usage of creative activities and concerning the main processes during the teaching and learning process. (knowledge, comprehension, critical thinking).

During the realization of the research, we have also used the descriptive-analytical method, the interview technique and as an instrument, a paper-survey for students.

In the process of creative learning, the learner is not provided with "ready" knowledge, but is rather encouraged to search, experiment and digest knowledge by themselves. This basis of creative learning, together with other modern innovations of the process, concludes that the position of the learner differs from that of traditional teaching.

As a conclusion during the research, it is found (concluded) that students' possess plenty of skills and abilities and this finding makes us to there for conclude that creative teaching stimulates and enhances students' skills and abilities for learning which make this form of learning more effective and with greater perspectives in the realization of the educational process.

Key words: creative learning, abilities, skills, student-subject etc.

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Introduction

New innovations in the process of teaching, have made the development of creative skills of young people a main focus in the function and deepening of economic development in general.

In this context, emphasis is placed on the need for abandoning traditional teaching, which basically supported providing available knowledge to pupils and the reproduction of this knowledge by themselves. We are also witnesses of the time when the primary need in young people arises together with the necessary space for experimentation and discovery. The position of the pupil in school work in general, and above all, in creative learning, represents a vital segment and very important one. In traditional teaching, basic requirements were 'teaching through practice' or 'learning through games'. But today, the basic requirements are 'learning through creativity'.

In this way, the pupil becomes the subject which arrives by itself to the knowledge, both independently and actively. The position of the pupil marks exactly the position that is required to access many innovations. This is done in the context of contemporary trends in the educational process.

1. The pupil in the position of the subject

Creativity in learning allows pupils to fully realize their formation and personality. In relation to school education, the manner and approach that make learning and acquiring knowledge possible is important. In terms of rapid development of science and modern technology, the pupil should be prepared to gain new knowledge and insights with less effort, but more complete and faster. Creative learning contributes to the full development of the personality of pupils. (Stevanović, M., 2003, p. 47).

In order to be able to create, one must be clear from the purpose to the tools. The creative person always makes the distinction between what is given and what is to be achieved. (Stevanović, M. Papotnik, Gumzej A., G., 2001, p. 125). Constantly cultivating the creative spirit and using different methodological tools, the teacher must keep awake the creative spirit, both for himself and for his pupils. (Kerčev , ., 1984, p. 139). Filipović (1969) emphasizes creative learning as: 'creative teaching is a universal cultivator of life and work, its' means and forms of organization in developing the creative potential of students' and teachers'. Creativity in the educational work cannot be seen separate from one side the pupils and on the other side the teachers." (Filipović, N.1969).

All creative learning characteristics form the pupils' position in it. The key issue that must be emphasized has to do with how creative learning may cause changes in the position of the pupil in the learning process. Perceived benefits in creative learning distinguish what puts the pupil in a different position from that of traditional learning. How can we overcome situations where the pupil listens and acquires knowledge and should be ready to reproduce without analyzing any deeper the essence of it? In such cases, the pupil is in a passive position, the position of the object that was exposed to impacts. In creative learning, the pupil explores', experiments and comes to knowledge, and does not, in any manner receive knowledge ready. He actively and independently arrives to knowledge and as a result he is the subject of the learning process.

The position of the pupil as subject, at the same time marks both sides: the external and internal, which means, it has a double role: on one hand it allows pupils' to use previous background knowledge that they own and, on the other hand, to create new knowledge, in order to actively

involve the perfectly transformed personality of the pupils' in the changes occurring in the world around them.

The imperative necessity of individualization of instruction in the context of creative learning is also highlighted. Learning in this way stems from the creative consciousness, and knowing in creative ways, comes from awareness. The Union of conscious with subconscious awareness helps direct genuine creativity. (Stevanoviq, M., 2003, p. 184).

The pedagogical purpose of teaching is concerned not only with the development of intellectual skills and creative divergent thinking, logical, creative knowledge and skills in certain areas, but also with the development of the personality in general, including the emotional sphere, motivation and sphere of social and moral values. (Scheffer, .., 2005, p. 23)

The position of the pupil as subject in class is a position required in many contemporary innovations.

On this basis we can conclude that creative learning along with other contemporary innovations and changes of position humanizes pupils' position in learning.

2. Skills promoted by creative learning, gender and pupils' success

Tabel nr. 1. Skills promoted by creative learning, gender and pupils' success

Gender and success of student	Skills promoted by creative teaching												
	ranking		comparison		observation		measurement		research		total		
	f	%	f	%	f	%	f	%	f	%	f	%	
5	m	<u>29</u>	<u>3,08</u>	<u>51</u>	<u>5,42</u>	<u>71</u>	<u>7,55</u>	<u>23</u>	<u>2,44</u>	<u>135</u>	<u>14,36</u>	<u>309</u>	<u>32,87</u>
	f	<u>33</u>	<u>3,51</u>	<u>49</u>	<u>5,21</u>	<u>59</u>	<u>6,27</u>	<u>20</u>	<u>2,12</u>	<u>154</u>	<u>16,38</u>	<u>315</u>	<u>33,51</u>
4	m	<u>8</u>	<u>0,85</u>	<u>14</u>	<u>1,48</u>	<u>23</u>	<u>2,44</u>	<u>11</u>	<u>1,17</u>	<u>51</u>	<u>5,42</u>	<u>107</u>	<u>11,38</u>
	f	<u>6</u>	<u>0,6</u>	<u>17</u>	<u>1,80</u>	<u>19</u>	<u>2,02</u>	<u>6</u>	<u>0,63</u>	<u>19</u>	<u>7,44</u>	<u>67</u>	<u>7,12</u>
3	m	<u>4</u>	<u>0,42</u>	<u>9</u>	<u>0,95</u>	<u>30</u>	<u>3,19</u>	<u>5</u>	<u>0,53</u>	<u>14</u>	<u>1,48</u>	<u>62</u>	<u>6,59</u>
	f	<u>15</u>	<u>1,59</u>	<u>15</u>	<u>1,59</u>	<u>10</u>	<u>1,06</u>	<u>6</u>	<u>0,63</u>	<u>10</u>	<u>1,06</u>	<u>56</u>	<u>5,95</u>
2	m	<u>4</u>	<u>0,42</u>	<u>4</u>	<u>0,42</u>	<u>4</u>	<u>0,42</u>	<u>2</u>	<u>0,21</u>	<u>3</u>	<u>0,31</u>	<u>17</u>	<u>1,80</u>
	f	<u>2</u>	<u>0,21</u>	<u>1</u>	<u>0,10</u>	<u>1</u>	<u>0,10</u>	<u>1</u>	<u>0,10</u>	<u>2</u>	<u>0,21</u>	<u>7</u>	<u>0,74</u>
Total	m	<u>45</u>	<u>4,79</u>	<u>78</u>	<u>8,30</u>	<u>128</u>	<u>13,61</u>	<u>41</u>	<u>4,36</u>	<u>203</u>	<u>21,60</u>	<u>495</u>	<u>52,66</u>
	f	<u>56</u>	<u>5,96</u>	<u>82</u>	<u>8,72</u>	<u>89</u>	<u>9,47</u>	<u>33</u>	<u>3,51</u>	<u>185</u>	<u>19,68</u>	<u>445</u>	<u>47,34</u>
		<u>101</u>	<u>10,74</u>	<u>160</u>	<u>17,02</u>	<u>217</u>	<u>23,08</u>	<u>74</u>	<u>7,87</u>	<u>388</u>	<u>41,27</u>	<u>940</u>	<u>100</u>

Skills fostered by teaching the pupils through creative learning surveyed categories: sequencing, comparison, observation, measurement and research.

The category of ranking was accepted by 101 (10,74%) pupils, out of which 62 are with excellent marks, 28 (3,08%) male gender pupils and 33 (3,51%) female gender pupils, 14 with very good grades, out of which 8 (0,85%) are male gender pupils and 6 (0,6%) are female gender pupils. This category was accepted by 19 pupils with good marks, out of which 4 (0,42%) are male gender pupils and 15 (1,59%) are female gender pupils and 6 pupils with sufficient marks, out of which 4 (0,42%) are male gender pupils and 2 (0,21%) are female gender pupils.

For the comparison category, 100 pupils with excellent marks decided to accept, out of which 51 (5,42%) are male gender pupils and 49 (5,21%) are female gender pupils, then 31 pupils with very good marks, out of which 14 (1,48%) are male gender pupils and 17 (1,80%) are female gender pupils. With good marks, for this category the number of participants was 24 pupils, out of which 9 (0,95%) are male gender pupils and 15 (1,59%) female gender pupils, and lastly with sufficient grade marks 5 pupils participated, out of which 4 (0,42%) male gender pupils and 1 (0,10%) female gender pupils.

Also, 217 (23,08%) female and male gender pupils accepted the observation category, out of which with excellent grade marks are 130 pupils, out of which 71 (7,55%) male gender pupils, and 59 (6,27%) female gender pupils. With very good grade marks, the number of participants is 42, out of which 23 (2,44%) are male gender pupils and 19 (2,02%) female gender pupils; with very good marks, the number of participants was 40 pupils, out of which 30 (3,19%) male gender pupils and 10 (1,06%) female gender pupils and lastly, with sufficient grade marks the number of participants is 5 pupils, out of which 4 (0,42%) are male gender pupils and 1 (0,10%) female gender pupils, meaning that the total number of participants for this category was 217 (23,08%) pupils.

The measurement category was accepted by total of 74 (7,87%) pupils, out of which with excellent grades are 43 pupils, 23 (2,44%) male gender pupils and 20 (2,12%) female gender pupils. This category was accepted by 17 pupils with very good grade marks, out of which 11 (1,17%) male gender pupils and 6 (0,63%) female gender pupils. With good marks are 11 pupils, out of which 5 (0,53%) male gender pupils and 6 (0,63%) female gender pupils and 3

participants were sufficient mark pupils, out of which 2 (0,21%) male gender pupils and 1 (0,10%) female gender pupils.

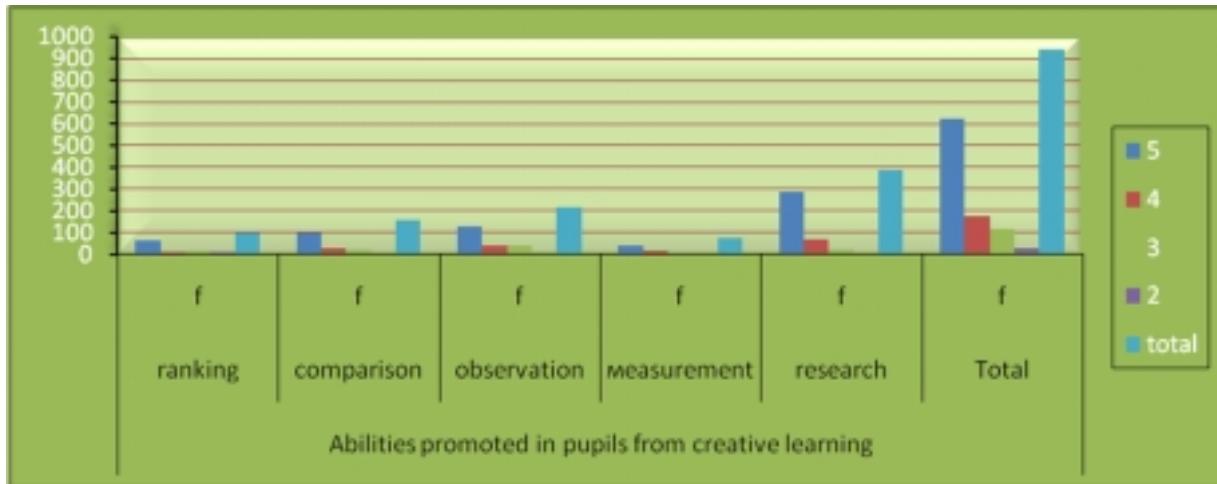
The research category has the total of 388 (41,21%) participants, out of which, with excellent grades are 289 pupils, 135 (14,36%) male gender pupils and 154 (16,38%) female gender pupils. In percentage, 51 (5,42%) male gender pupils and 19 (7,44%) female gender pupils; then with very good marks, the number of participants is 24, out of which, 14 (1,48%) male gender pupils and five pupils with sufficient marks participated, out of which 3 (0,31%) male gender pupils and 2 (0,21%) female gender pupils.

Tabel nr.2 Abilities promoted in pupils from creative learning and pupils' success

Pupils success	Abilities promoted in pupils from creative learning											
	ranking		comparison		observation		measurement		research		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
5	62	6,59	100	10,63	130	13,82	43	4,57	289	30,74	624	66,38
4	14	1,48	31	3,29	42	4,46	17	1,80	70	7,44	174	18,51
3	19	2,02	24	2,55	40	4,25	11	1,17	24	2,55	118	12,55
2	6	0,63	5	0,53	5	0,53	3	0,31	5	0,53	24	2,55
total	101	10,74	160	17,02	217	23,08	74	7,87	388	41,27	940	100

$$\chi^2=39,553 \quad df=12 \quad p < 0,01 \quad C = 0,20$$

Graph nr. 1. Abilities promoted in pupils from creative learning and pupils' success



The value obtained in the grey-square (39.53) with $df = 12$ indicates that there is a statistically significant difference in pupils' opinions on the question of the significance level of 0.01, so surely we can say that the hypothesis is confirmed from the approach outlined in formation towards the creative skills of pupils promoted through creative learning. The correlation coefficient indicates a weak contingent among variables.

As the performance crown of creative learning are regarded pupils' vocational skills. Creativity skills of pupils were studied through five indicators in the assessment of the pupils' depending on their ability, where each pupil emphasizes the dominant creativity skill they possesses. The highest percentage of pupils (41.27%) possess a skill in research, so we think that this drives us to the conclusion that creative learning in the education system is recognized by pupils and gives space to more pragmatic implementation in achieving learning.

Apart from this research, pupils indicate that (23.08%) have formed the observation skill for all that represents a creative character and leads towards creativity.

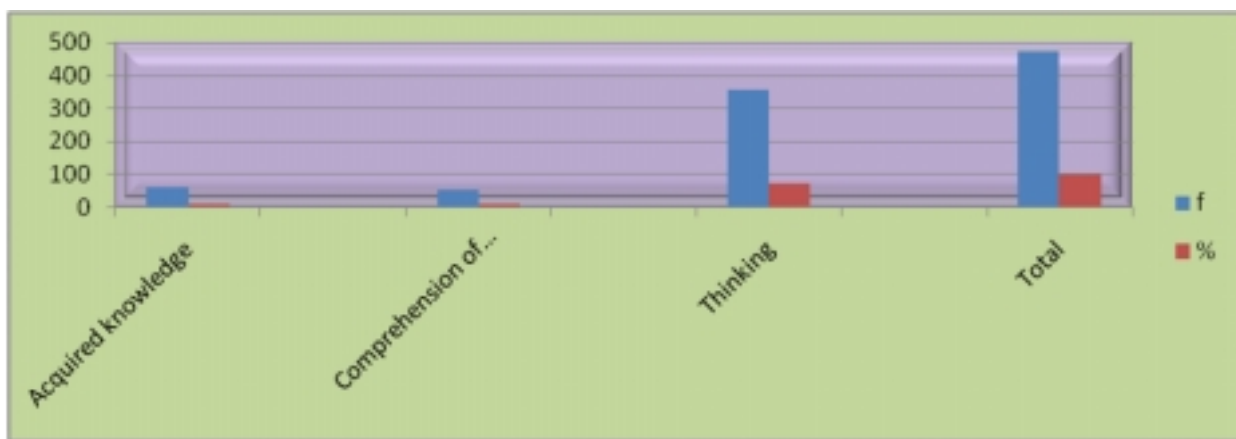
As conclusion that emerges from the research is the finding that pupils' possess sufficient skills and abilities. This information leads us to conclude that creative learning is implementing the relevant skills and learning abilities of pupils' that make this the most attractive form and perspective in the implementation of the modern educational process.

2.1. Promoting learning skills in creative learning

Tabel nr. 3. Promoting learning skills in creative learning

Promoting learning skills in creative learning	f	%
Acquired knowledge	62	13,11
Comprehension of lesson	55	11,63
Thinking	356	75,26
Total	473	100

Graph nr.2. Promoting learning skills in creative learning



Regarding how successful the realization of creative teaching and creative learning will be, it largely gets boosted from the ability to win this educational phenomenon, so we think it is necessary to study the attitudes of the pupils regarding the basic processes in teaching and learning (knowledge, understanding, thinking).

The results obtained from the research were presented in table nr. 2 and graph nr. 2.

This research involved the following categories: acquisition of knowledge, understanding, learning and thinking. The group of participants for all categories are 473 pupils, of which for the acquisition of knowledge category were identified 62 (13.11%) pupils, for understanding the learning category were determined 55 (11.63%) pupils and the thinking category was chosen by a higher percentage number of 356 (72.26%) pupils.

The data presented show that the pupils believe that through creative learning they learn more and that the thinking process is more stimulated, (75.26%) assume that it directly leads to the development of creative skills of pupils. A relatively small percentage of pupils, but nevertheless important for our research, prefer the acquisition of knowledge (13.11%) pupils and learning and understanding (11.63%) pupils. With this data we can conclude that by teaching creatively, knowledge is gained, but that it is also a creative learning task.

All data in the table are of great importance, because they present the real situation in the realization of creative learning. For successful implementation, both content from pupils and the teachers exist.

Conclusion

All that is innovation is not possible without the affirmation of the creativity of the pupils' through creative learning, but also through the entire school activities that will develop pupils' creative abilities. Referring to and putting to context all the innovations included in modern schools, the requirement relating to the development of pupils' creativity is an imperative. The data presented in the table assume that we should present an important orientation for pupils and teachers in the process of building this very important skill.

During the research it was concluded that pupils' possess sufficient skills and abilities, and this knowledge leads us to conclude that implementing creative learning skills is relevant for pupils' learning abilities, which make this the most attractive form of perspective in the implementation of the contemporary educational process.

From the above mentioned, it appears that it is very necessary to proceed further with the application and opening of new dimensions, to encourage as many pupils to master this skill, in order to achieve the highest possible results in their education process.

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