

## THE IMPERATIVES OF CREATIVITY TO DEVELOP THE PERSONALITY OF PRESCHOOLERS

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**Abstract:** *The need to stimulate creativity comes from the necessity of developing the personality according to the current requirements prescribed by the educational ideal: "the free, integral and harmonious development of human individuality, in the formation of the autonomous and creative personality". Creativity, as a personality variable, has the power to influence the entire development of the child, influencing its integration into the microgroups of which he takes part initially, but with particular influences on the subsequent social roles the child performs as part of the society. Education is the "link between the potential for development given by the heredity and the infinity of possibilities of the social environment." (P. 32, Tomșa coord.) In other words, education is the one that imprints the development of personality from earliest ages. That's why its role in child's development is primary. In fact, the prescribed education requirements are different due to changes in the educational act. There are new valences, roles and functions that education fulfills and that is why it is important to advance techniques, methods and strategies that support us in the educational activity. In virtue of these things, the importance of creativity as a personality variable becomes acute, and the stimulation of children to develop a creative and autonomous personality becomes an imperative. The current challenges of contemporary education lead to the implementation from early childhood of strategies to support the child in developing a creative, innovative personality that can adapt to current and future society needs. That is why the stimulation of creativity becomes a challenge for the teachers who are supposed to support the child in the process of developing holistic and harmonious personality.*

**Key-words:** *pre-school; personality variables; creativity; stimulation;*

### Introduction

The creativity variable determines the development of the child's entire personality. Stimulating the creative process earlier has implications for all psychic functions. The research of the creative phenomenon, the manifestations and the ways in which creativity can be stimulated are objectives that we want to achieve in the research process.

### 1. Theoretical Framework

#### 1.1. Developing the child's personality in the pre-school stage

The concept of personality is defined as "a theoretical construct elaborated by psychology to understand and explain the way of being and functioning that characterizes the psychophysiological organism that we call the human being" (Dafinoiu, I., p. 75)

The personality of the child is influenced by the behavior patterns that are shown to him. The family, as the main model and single carrier of genetic structure transmitted to the child, has the influence of stimulating more or less the evolution and development of its personality.

The institutionalized environment of the kindergarten provides the necessary framework for harmonious development of the child. That is why the partnership between the family and kindergarten becomes an important link in the evolution and modeling of the personality.

The child development period in the kindergarten is divided into three stages: the high, middle and small preschool. The pre-school or "golden age of childhood is the age of basic psycho-behavioral acquisitions whose quality will greatly influence the level of adaptation and integration of the child in the later stages of his development. "(Ștefănescu, C., p. 44)

In the pre-school period "the structural development and the fine differentiation of the functional training of the cerebral cortex continue, the separation of the zones of speech and the asymmetrical domination of one of the two hemispheres, which implies the rightness of the child's hand, left or ambidextrous. The development of internal biochemistry becomes complex, emphasizing the production of hormones in the thyroid and thymus, with effects on growth. (...) The small pre-school sub-period is characterized by an increase in interests, aspirations and small skills needed to satisfy the pleasure of exploring the environment. In terms of intellectual development, there is a decentralization of operation at the level of concrete objects and their integration into increasingly complex structures. All this is done in the context of an increased anxiety generated by the need for the child's partial detachment from the family environment and its integration into the kindergarten, which contributes to a difficult adaptation of the child to the kindergarten conditions. This subperiod can be characterized by a phenomenon of flooding the objective reality with the subjective reality, a phenomenon described and named by J. Piaget by the term egocentrism. "(Ștefănescu, C., p. 44)

The next stage of development of the child's personality takes place during the middle-aged period, which "is characterized by progress in motricity, the child goes much more correctly, surely, of the language, the child learns to speak normal, correct, without stalling the words, and there is also progress in his behavior, with the child being more responsible and capable of fulfilling its tasks in order to develop personality. "The child becomes more sensitive to the events around him and is able to appreciate the behavior of others. By structuring some volitional features, the child can engage in longer-lasting activities and strives to benefit the adult. At this age, there is an evolution of the personality of the child in the direction of acquiring a certain self-consciousness. "(Ștefănescu, C., p. 44)

The pre-school sub-period is characterized by a general development of the child. "The essence of the psychological profile of this stage of development is expressed by the awakening of the personality sentiment. This is manifested by a certain attitude of opposition (Wallon - "spirit of contradiction" and "forbearance"), then through a certain "parade of the ego", revealed by the agility of the body, "graceful but glamorous" , used to determine the attention and admiration of others, and by imitation of the adult, imitation that the child practices in his games in the form of identification with persons whom he considers to be close. "(Ștefănescu, C., p. 44)

### ***1.2. Creative process in pre-school***

The specificity of child development includes the modeling of mental processes and personality variables. Creativity, as a personality variable, becomes an imperative

for the holistic and harmonious development of the child. Eugenia Enăchescu stated that "the process of creation implies the disclosure, as far as possible, of the mechanisms involved in the creative process, or how the creation evolves from the birth of the idea to its perfection" (Enăchescu, E., p. 15)

Creativity, as measured by the Torrance tests, assesses the cognitive characteristics of flexibility, fluency, originality, and elaboration, as proposed by Guilford, as well as other qualitative aspects. (Torrance, E. P., p. 55-62)

Due to the fact that preschool age is characterized by the presence of the game, its influence on the development of the child's personality is decisive. Stimulating creativity becomes a desideratum for a communicative child with a positive image and self-esteem, creative in all aspects of his personality.

The term "creativity" was introduced in psychology by G. W. Allport "to designate a personality formation. In his opinion, creativity can not be limited to some of the categories of personality manifestation, namely to abilities, attitudes or temperamental features. This is one of the main reasons why, in specialized dictionaries before 1950, the term creativity is not included." (Roco, M., p. 12)

"The cognitive, decisional and activity processes involved in creativity operations can be considered as strictly reflecting emotional dynamic processes." (Biasi, V., Bonaiuto, P, Levin, J. M.)

Human personality is complex and has some defining features that make people develop and adapt to the requirements of the environment and society they are part of. Creativity, in terms of personality, refers to man's ability to create something new, ingenious, unparalleled, as well as man's ability to solve problems by new, inventive methods. We can distinguish "three major directions in defining creativity: some authors regard creativity as the ability to produce something new and valuable; other authors designate through this concept the process by which the product is made; Finally, there are a number of authors who understand through creativity any solution to new problems." (Tomşa, 2004, p. IV)

Erika Landau considered that "the most important premises of creativity would be originality and receptivity to the surrounding world." (Landau, E., p. 17) Creativity is seen both from its perspective as a process and as a product. Creativity as a process "for Arnold (1964) and Guilford (1967) is a problem-solving situation because such a situation requires the individual to adopt creative thinking. He uses the information at his disposal, his past experiences, combining them into new structures that can lead, in their new configuration, to solving problems. In the creative process (as well as the problem solving), we now distinguish four phases: training, incubation, understanding and verification. (Landau, E., p. 18) In terms of "creativity as a product, Ghiselin (1957) states: A creative performance is ... a first modeling of a universe of meaning, expression of the way the individual understands the world and himself. (p. 150) "(Landau, E., p. 19)

Human behavior, in terms of creativity, supports the human individual in the process of formation and development, and has distinctive features, as well as distinct individual marks of individuality. Because we are different, our genetic structure, as well as environmental factors and education shape our personality so that the creative process, although it can contain common elements, differentiates and manifests itself in a variety of ways.

## **2. Methodology**

Researching the pre-school creative process is a point of great interest to those who want to understand the influence of creativity on personality development. Finding

incentive methods that support creativity and its early manifestation are the goals of the present research.

The instrument used uses the questionnaire survey. The applicability of the questionnaire was verified on a sample of 50 pre-school teachers in both rural and urban areas. The characteristics of the researchers involved in the research relate to the age in education, the didactic degree and the environment in which they operate.

The teachers involved in the survey unanimously considered that the creative process had an influence on the child's personality development, and the effects are beneficial, with the child shaping his personality traits. Through the proposed activities, the variable of creativity is stimulated and thus the whole personality is involved in the process of positive change.

We also found that the factors influencing the emergence of creativity early on are related to the family environment, through heredity and imitative behavioral patterns, the socio-cultural environment, the natural and social environmental conditions that are shown to the child, but also the variety of experiences, including the game, that can influence the child in the development of the creative process. In other words, the world that shows the child, with all the defining elements, has the power to influence it.

All the teachers considered the game to be a useful method in stimulating the child's creativity. They also exemplified as methods of stimulating creativity the methods and procedures used in artistic and plastic activities, with an emphasis on the variety and attractiveness of the used materials. Pre-school activities aimed at stimulating creativity have the ability to trigger the formation of personality traits, such as the ability to be free, independent, inventive.

The methods of exploring reality used in pre-school education form its autonomy, representations and perceptions of the surrounding world. Thus, the child has the power to choose his own models of imitation.

The intellectual development of the child is influenced by creative potential through the ability to perform repeated activities, make connections, generate new ideas. The creative child is an independent child, self-confident, with a critical sense of development and an opening to novelty. Perhaps its most important feature is that it is very curious and inquiring.

Forming positive self-image and gaining personal autonomy, with a focus on socialization and microgroup integration, are some of the issues that the pre-school teacher is pursuing in the process of stimulating creativity early on.

The questionnaire survey applied to pre-school dialect teachers revealed important aspects of the creative process. The questionnaire was interpreted by finding patterns in responses. Firstly, the creativity variable has positive influences on the child's personality development, and activities in the kindergarten can generate behavioral changes in terms of creativity as well. Also, the creative act differs from one subject to another, and the influences are genetic, socio-cultural, economic, but also educational. That is why the impact of the didactic framework on the child is very important, and the proposed activities can lead to positive changes and the shaping of a creative, ingenious, free and independent personality.

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