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Provide Strategies for Elevating the Level of Creativity of University Students in the Educational System

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Abstract

Students are future owners and operators that kept in line that we should be modeled for them in the period of study, and lead them on a path of excellence. Because enhance creativeness and motivation in students and teachers is a key to improve the quality of engineering education. One of the necessities of teaching is deep learning and viable understanding that effect of creates interest and motivation to learn lessons in students. Most students take a course for passing look and they are not interested in it, since they have trouble in learning courses. Teaching methods satisfy all the needs of learning and motivation and interest in the students plays a significant role. This paper describes the concept of creativity. Then several factors studied in the development of intellectual student's creativity. Next, to identify and separate the different educational topics, the creativity feedbacks reveal. This method has been used in library. The purpose of this study is to assess the creativity of students.

Keywords: creativity; education; teaching methods.

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1. Introduction

Students will not be motivated led to academic failure and the reduction of their learning. Therefore in this article we review several factors in the creation of intellectual creativity students. To improve the quality of education in this paper, we investigate the causes of creativity in students .The purpose of this study was to assess creativity. One of the important topics in education today and stimulation creative thinking in their students' is motivation. Creative act is an act that has recently criteria and provides new and different thinking. Most psychologists agree that this new creative achievements, valuable and efficient refers. Skills, expertise and motivation are the key elements of creativity. Talent and expertise can make a creative effect. Creative person takes steps to advance the issue with an inner motivation and a desire to succeed and their commitment. The development of innovative in teaching methods is an important element of education that helps students to innovative solution problems in order to find the ideal solution. Motivate students by ability, environment, incentives and master [1].

Mansourian in the field of creativity suggests five levels innovation:

1- Personal knowledge creates obvious solution.

2- Knowledge within partnerships suggests a good and partial solution.

3- Knowledge combined with experience has a general and good solution.

4- Above the Knowledge, expertise can create new ideas and concepts.

5- All knowledge contributes to scientific discovery [2].

The research method is based on gathering information through books, articles and thesis.

1.1 Creativity

Creativity is considered as a key word in explaining the process of design and creative education in all areas of design. Recognition and definition of creativity can more accurately understand and achieve the successful procedure in the architectural design process lead. Verbal creativity of creation means to create and build borrowed. Professor Ali Akbar Dehkhoda the definition of creativity says God's original creative adjectives and the creative force that will lead to new forms of production [3]. Umar Farouk in the definition of creativity, it offers a unique solution, better suited to the problem presents [4]. In addition, a description of the definition of creativity, cognitive psychology, writes: Creativity is the ability to find unconventional solutions and high-quality refers to issues [5]. According to this definition for the creative person who has direct information and data available to us a new way deal, In other words, the ability to find creative solutions to non-obvious new and better solutions to meet the needs and shortcomings of the past can be a problem.

A variety of theorists, using case studies, experiments and a variety of research methods, have attempted

to better understand the sources of creativity and innovation in individuals. While these efforts have contributed significantly to broadening our comprehension of the subject, there is nonetheless disagreement between theorists and many hypotheses that remain to be fully substantiated. The challenge lies partially in the nature and definition of creativity itself. Broad, complex and multi-faceted, creativity can take many forms and can be found within a variety of contexts. It is embodied by individuals with a broad range of personal characteristics and backgrounds. It appears that the only rule is that there are no hard and fast rules concerning the sources of creativity. As such, the following paragraphs synthesize the current viewpoints, with the caveat that our understanding of the topic is still a work in progress.

Cognitive psychology provides the most prolific and developed perspective on the sources of individual creativity. In 1950, J.P. Guilford, then President of the American Psychological Association, stated in his presidential address that the topic of creativity deserved greater attention. Following this seminal call to action, psychological research on creativity expanded significantly. These efforts have concentrated on the cognitive processes behind creativity, the characteristics of creative people, and the development of creativity across the individual life span, and the social environments most conducive to creativity [6].

1.2. Factors Affecting Creativity

1.2.1. Skills on the Subject

Skills on the subject means the person is stubborn as a matter of having a deep understanding of the subject matter will be better able to think about innovative solutions to solve problems in the field of pay. What is important in this case, data collection and knowledge on the subject.These skills including knowledge of the technical skills required to do the work and talent in the field related to cognitive abilities, motor skills, cognitive and innate and learned person [7].

1.2.2. Skills Related to Creativity (Creativity Thinking):

According Torrance creative thinking what we're looking to grow. In other words, creativity is "Oh I find" [8]. Including the appropriate methods of cognitive skills related to creativity, critical thinking skills and constructive methods that are dependent on training, experience in the production of new ideas and features character Haas[9].

1.3. Motivation

Intrinsic motivation occurs when the desire to work for the same work because that person is interesting and satisfying. In the meantime, what is more important for creativity is intrinsic motivation when a person has intrinsic motivation and interest in the position that they will require the use of creative searches [10].

1.4. Creative Rearing Patterns

1. Find a lack of similarities: for example, after creating a plausible idea, to search for a replacement to deal

with that logic, but different from, or inconsistent with the idea.

2. Anticipate the (good thinking): Most of the time we are unaware of or do not want to accept certain assumptions, which assumptions may be gradual behavior and conduct our thoughts without their knowledge. One way to clarify these assumptions predicts that the practice of forcing people to think this is some kind of test.

3. Find criticizes others: Another way to detect false assumptions, asking others to criticize our ideas. Many people would have escaped. Some accept and some are facing a defensive approach.

4. Analysis of the issues in detail: The goal is that your ideas to our small component of it, and thus rid themselves of the shackles of various restrictive assumptions. This strategy pays attention to actions that are not typically associated with the objects concerned.

5. Using the parable: it will also facilitate creative thinking. Parable has a key role in the development of science and technology.

6. Use a group position to increase the production of creative ideas. One of the most important features of such meetings is that participants must be friendly and open attitude to adapt their offers. In such meetings spicy ideas are encouraged.

7. Stop working on the problem for a while and then go back to it. This is the same action that causes people sometimes feel after a while working on the problem and failure, mind stops. This is not just mental fatigue. It puts the person; because the regular old answers come to mind. Hence, the mind needs to be broken.

8. Trying to communicate: to develop creative ideas, you must pay to communicate ideas. This can be done in writing; because the language remains over time and can be considered more severe assessment. On the other hand, putting ideas on the subject and others available to us an opportunity to re-assess them in terms of their look and a few minutes. This assessment makes our ideas clearer and more specific definition of themselves. About creativity, a model for classroom training is provided. This pattern consists of three dimensions: subjects, teaching methods and divergent thinking skills and productive. This model fills a vacuum between cognitive and emotional learning [11].

The styles presented in the range of academic subjects can be noted to the following: Use the contradiction, the use of Parable, drawing attention to deficiencies in Knowledge, thinking about the possibilities, the use of stimulating questions, using a list of traits, Enhance innovative thinking, design seekers, pay attention the importance of interpretation. In the training through metaphors emphasize creativity that divergent thinking allows students to develop creative that should be them doing the stereotypical mold warned. This; like many other researchers point to different functions of the left and right brain and the left hemisphere that are generally responsible for convergent thinking. They point out that the right brain to produce those activities, control and management that is in the category of divergent thinking. These people believe that the education system prevailing in all countries is simply left brain rearing part. One of the ways to rearing creativity; increase

confidence. As confidence increases as well as increased creativity [11].

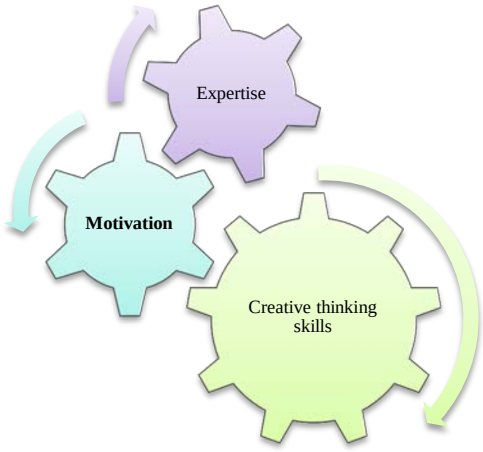

Figure 1: Factors affecting creativity

Table 1: Teaching methods

Teaching methods	
1.Gathering students	In this way information is collected and presented by the students. It could determine how much student's known. This method creates an active position to learn. The role of Professor in the conference, only conducted the meeting and avoids discussions that led to the diversion of the conference and its logical procedure.
2.Project method	Teaching project allows students to leadership, planning and self-regulation to promote themselves. In this way, students can choose according to their own interest to actively participate in solving the issue. On the basis of this method, students learn how to teach their regular stage work and this strengthens confidence in the students because the correct relationship between them and the Professor training is established. Ultimately, this cause strengthens cooperation, responsibility, discipline, work, patience and tolerance of others and the skills necessary to perform research on the students.
3. students and teachers method	The primary aim of this approach is that the student becomes Professor and through this new and valuable experience gained. In this way, in the absence of experts, a large number of students have learned specific skills and can be used.
4. Question & Answer method	Manner questions and answers by the comprehensive manner in which Professor to think about a new concept or expression of learned material

	are encouraged. Professor when introduced to the precision concept in class or something to attract the pay attention learners, to work his Manner questions and answers and also encourages the learner to know about the issue. It may be useful to review the materials that have been previously taught, or a good tool for the evaluation of a comprehensive understanding of the concept of persecution.
5.Training methods	Usually Professor by training, students are encouraged to repeat a subject or use them to gain the necessary expertise in the subject. Professor using training Manner, students are encouraged to repeat or application concepts opinion.
6.Discussion method	In the Manner discussion, students actively participate in learning, and the concept of desired learning from each other. In this method Professor can imagined be used as a stimulant, starter debate and Help. Professor brings on question or issues that encourage students to answer or solve a problem.
7. a field trip method	A field trip allows students through observation of nature, events, activities, objects and people gain scientific experience. Students on a field trip can develop better discussed the concepts in their mind by see the facts in class.

2. Conclusion

Education should be based on systematic and targeted program. The basic principles of teaching and the educational system should allow students to create and innovate in a freedom space. A study done on the creativity of the students at the University can provide solutions for new ways of teaching so as to enhance the creativity of students in the classroom.

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