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**THE ROLE OF ENGLISH LANGUAGE TEACHERS IN THE DEVELOPMENT OF
CREATIVE THINKING OF GIRLS' STATE HIGH SCHOOL DURING ACADEMIC
YEAR OF 93-94**

SEPID KERAMATI

Department of Management Educational, Islamic Azad University, Tehran Central Branch,
Tehran, Iran

ABSTRACT

Since everyone knows the importance of education to so many studies have been done on this issue and improve its quality. Learning and teaching methods have been changing and developing, it can be said that educational management as a branch of science is dynamic. If these educational methods have the necessary standards, there would be good progress in the educational field. Also, the teachers can create the standard educational methods and conduct these methods in the schools. As the traditional methods are collapsed and these are changed to the new methods, it has created a competitive space in the education field. So, the teachers should update themselves with the needs, and they should try to promote the method of teaching.

**Keywords: Teachers, Teaching Methods, Training Creative Thinking, Educational
Changes**

INTRODUCTION

The most important mission of education management is to train the knowledgeable, expert, and efficient in the field of education. The teachers who understand the needs and defects in the education field, and they try to remove these defects by their creativity. Also, one of the duties of the

teachers is to motivate and train the creative thinking. It is now that the role of the teacher and the complexities of education become clear. So, we shouldn't consider the simple process in which the teacher transfers his knowledge to the students, but also, the education is a process that the teacher tries to motivate the students and stimulate their

creativity and curiosity. He also tries to create a competitive environment where students acquire the required knowledge for safe competition with each other. In this study, we discussed about training creative thinking and its barriers, and the next step is to conduct a case study in one of Tehran's school teachers in fostering creative thinking. This study with the title of the role of English language teachers in the development of creative thinking is accomplished among the English teachers and the students of a school in Tehran. In this study, 40 students were selected randomly and divided in to two groups that each of them contain 20 students. Two types of questionnaire were distributed among the students in order to evaluate the level of creative thinking and satisfaction of the students from the method of teaching.

Creativity and creative thinking

Creativity means to create and innovate. Definition of creativity in the psychologists' view: Creativity is one of the main aspects of thinking. Thinking is a process of rearrangement or change existing information and the acquired symbols in long-term memory. There are two kinds of thinking: 1- Convergent thinking 2 - Divergent thinking.

Convergent thinking is a process of rearrangement or reorganization of information and the acquired symbols in long-term memory. Divergent thinking is the process of combining the innovation and the acquired symbols in long-term memory, creativity means the divergent thinking. In fact, a creative a person who has inquiring and creative mind. Thinker is a person who sees things that ordinary people cannot see by looking at things and current affairs of life (Niazmand). In Quran, creativity has been sometimes interpreted as the capture "and subjected to you what is in the heavens and on earth, all of it." (Al-Jathieh- verse 13). It means that God has gathered a force to the natural phenomena that the man can control by his power and sovereignty for changing and reconstruction (Mohammad Nejad).

For creating creativity, below acts can be accomplished: (Saliqehdar, 2011)

- To familiarize teachers and administrators with creative concepts and strategies to foster and strengthening of that in the learners
- Changes in educational books
- Increasing levels of teachers and recommended them to several studies
- Changes in teaching practices in schools for learners

- Create a happy environment for learners in schools
- Accompanying the teaching and learning with research
- Efforts to increase self-esteem in students
- Use the right tool in teaching
- Activity in their area of work. For example, if you're a designer, your ideas are good at the fields that you have good skills, but these ideas would not be successful.
- making changes in their environment
- Underrate the idea of the gap between the two generations
- By creative design of schools, develop the students' creativity

It can be noted that the participation of students in their learning is the basis of fostering creativity in students. So, the teachers shouldn't be the source of knowledge for the students, but the teachers should create an environment that the questions are formed in the mind of students, and they try to find the answers. The students shouldn't be receivers in learning a subject, but they should be seeker. The classes can be run in the student-centered method rather than the teacher-centered method. The student-centered method is so important in learning.

The teacher does not dictate the learning subjects to the students, but also, he presents

the different learning method to the students in order to search the learning method by his creativity. Instead, the teacher provides information for students, they should be in a position to pay their search for information. In this teaching method, teachers are as the guidance or assistant. Using brain Storming method. In brain storming method, after the problem is presented in class, the teacher asks students to write any number of solutions. The teacher should not make any comment on this issue, before they present the solutions. This method can be used like the method of free association in psychoanalysis. "(Torkmandi)" Learning is done through practical participation of students in education and challenging them in this way. On the other hand, if you consider only the action of a process, without learning it, then thinking would be such as the workshop there will be a lot of time, but little effect (just a series of things)". (Spendlove, 2008: P. 18)

In order to create and train the creativity, some techniques should be considered. Different scholars have mentioned some techniques that we point to the most of them:

1- Brain storming: This technique was presented for the first time by Dr. Alex, S. Sborne and was used and appreciated by

people and organizations in the West that it became as the part of their life. Brain storming is defined in the international dictionary as:

The implementation of a group technique that the group try to present a solution, especially by the accumulation of all the ideas that are offered by members. It means that no criticism of any idea is not permitted. Unrelated idea is welcomed, too.

The more ideas are better. The quality of the ideas will be considered later. People are encouraged to incorporate ideas and asked that they should know the ideas of others.

2- Bionics: One of the techniques of creativity and innovation that was widely used is the technique of imitating and modeling from nature. Innovations that have been formed in the field of communication and control in recent decades. Computer programming and artificial intelligence topics have imitated the activities of the human brain. And the activities continue in the future so that new innovative techniques and tools will be built.

3. Nominal grouping: Nominal grouping is a technique that is expanded in the industry. Decision making process contains five steps: Members of the group gathered in a table, and issue is given to each of the members in

written, and they write the manner of solving the problem;

Each member in turn, offers a view to the group, recorded ideas discussed in the group till the implications become clearer and more complete;

Each member grade the ideas independently and secretly, the decision is the one that is more accepted.

4- Speculative excursion: This method is presented by a psychologist that his name was Gordon in 1691. The members were encouraged by simile, and in order to use the mental state in group, the subject is presented when the members are emerged from the usual frameworks of their mind.

5- Forced association: In this method, the members are asked to create a relationship between the main subject and the unrelated subjects to achieve the new ideas by their mind efforts. For example, the participants are asked to create various games by the product, such as glass bubbles, lights, glass, mirrors, bottles, etc. The group may achieve new ideas by creating this relationship like designing a glass to play with its paints or a glass that is resistant to the ball.

Is creativity acquired or inherent?

Despite some believe that creativity is inherent, according to the studies, it can be said that creativity is acquired. The

accomplished researches about teaching creativity have resulted that the creativity can be taught. The researches have shown that all human beings have the power of creativity; some are more creative in a field, and some are more creative in another field. Creativity can be flourished or it can be lost. Therefore, a suitable environment should be provided for fostering the creativity power of the students". (Hosseini, 2008)

Barriers of creativity growth

Creativity is ability and talent which everyone has more or less amount of that. But the barriers that sometimes exist for the development of this ability cause no progress. "There are always obstacles in the way of creative thinking that people are unsuccessful to achieving it due to ignorance or neglect of the obstacles. In addition, lack of barriers does not only lead to the creative thinking, encouragement can be the factor for moving toward the creative ideas." (Karami, Javadin, 2011). Following, we discuss about the barriers of creativity. A good teacher should recognize these barriers and remove them by his ability to help the students' progress.

These barriers are:

-Strong emphasis on student scores as a criterion of well-being

- The traditional methods based on teacher-centered teaching
 - Lack of recognition of teachers toward creativity
 - The lack of minimum facilities required for creative activities of the students
 - The objectives and content of textbooks
 - Lack of attention to individual differences of students
 - Lack of acceptance of new ideas
 - presenting a lot of homework to the students
 - Mockery and ridicule because of the idea or the wrong opinion
- (Solomon, 2002)

The Role of teachers in fostering creativity

In this study, to investigate the role of English language teachers in the development of creative thinking among students in a school of 40 students were selected randomly. The students were divided into two groups of 20. A group of students have benefited from the training methods and the participation of students were more creative. Another group used the traditional method in which a large proportion of students not learning. The study was conducted on high school students. The performance of both groups by means of a questionnaire containing 15

questions were studied. The questionnaire includes 10 questions were distributed among the students to rate their satisfaction with the method studied. Finally, the significant relationship between English language teachers and their creativity was investigated.

Conducting the research

In the first group, the teacher used all the effective factors to develop creativity in students to create a space where students participate in learning together. In contrast, the second group of students do not participate in class and the teacher in the classroom provides the information. The first group is student-centered and the second group is teacher-centered. The first questionnaire containing 15 questions designed by experts to measure the creativity of the students, the second questionnaire containing 10 questions to measure the satisfaction level of students from teaching methods were distributed among the students.

RESULTS

In this study, the role of teachers in the development of creative thinking in English were evaluated. In this section, we compare the results of two questionnaires. The first questionnaire, the average score was 18 in the first group and the second group of 14

had scores that suggest that teachers play an important role in the development of creative thinking. In the second survey, the average score was 19 in the first group and the second group, the mean score was 13, indicating that the first group were more satisfied than the second group. The test was a significant level of less than 0.05 indicates the accuracy of the test.

RESEARCH METHOD

In this study, the role of teachers in fostering creative thinking in English were evaluated. This study was conducted in the analytic and descriptive method. In this study, the definition of creativity and its effective factors were expressed, then we have given the barriers of creativity. Then, we investigate to prove the role of teachers in the development of creative thinking. The study was conducted on two groups of high school students.

Hypotheses

On the issue of fostering creative thinking, two hypotheses are formed:

- Regarding that the creativity can be acquired, so teachers are involved in the development of creative thinking in students.
- Regarding that creativity is innate, so teachers do not have any role in the development of creative thinking.

According to the results of this study and other studies, researchers found that creativity can be acquired, because creativity can be taught. Hence we can say that teachers have an important role in the development of creative thinking. The second hypothesis is based on the inherent creativity that the role of teachers is ignored, so it is completely rejected.

Recommendations and solutions

As we have observed, creativity is acquired, and teachers play an important role in the development of creative thinking. In this context, the proposed solutions are:

1. Increase the participation of students in the class (Student-centered)
2. Encourage students to teamwork
3. The research work by students
- 4 value to the students' interest in issues

CONCLUSION

The education system must be based on planning and standards. The school management has a very important role in this matter. Planning a Field of Educational Administration in which talents are flourished, minds become creative and efficient and creates a society that is moving towards progress and development. Creativity that is the factor of the development of society and it is the basis of standard educational system, according to

the studies, we have found that the creativity can be acquired. Therefore, the teacher plays a vital role in this matter. We have also found that the traditional and teacher-centered methods are outdated and have no place in the creative training methods. Thus, because of the importance of creativity and the role of teachers in the development of creative thinking and research, and to prove this issue, we have studied on 40 high school students, finally, by comparing the results obtained from the questionnaires, we have concluded that the teaching method of the teachers (English language teachers) who use the creative methods in their teaching can motivate the students and make them creative.

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