

CONSIDERATIONS REGARDING CREATIVITY IN PHYSICAL EDUCATION CLASS

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Abstract: Creativity is a challenge and accepting creative approach should become a concern for all teachers especially those physical education, through various means at its disposal. Referring to the physical education lesson which, as we know are conducted respecting links, sequences, we can talk about creativity in each of the 8 times. It is necessary to change teaching strategies and learning methods, if we try to identify the needs of children, issues they see the future in regarding of students' motor behavior. It required a creative approach to physical education all activities in compliance with overall objectives of physical education to increase participation and interest in the activity of the students.

Key words: creativity, physical education, sequences of the lesson

Rezumat: Creativitatea este o provocare și acceptarea abordării creative ar trebui să devină o preocupare pentru toți profesorii în special pentru cei de educație fizică, grație mijloacelor variate de care dispune. Referindu-ne la lecția de educație fizică care, după cum știm se desfășoară respectând verigi, secvențe, putem discuta despre creativitate în fiecare dintre cele 8 momente. Este necesară schimbarea strategiilor de predare și a metodelor de învățare, dacă încercăm să identificăm nevoile copiilor, aspecte ce vor vedea în viitor, în ceea ce privește comportamentul motric al elevilor. Este necesară o abordare creativă a întregii activități de educație fizică cu respectarea obiectivelor generale ale educației fizice pentru a crește implicarea și interesul pentru această activitate din partea elevilor.

Cuvinte cheie: creativitate, educație fizică, verigile lecției

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INTRODUCTION

Creativity is a challenge and accepting creative approach should become a concern for all teachers, particularly for those in physical education, through various means at its disposal. Specialists creates sometimes in discussions different perception and understanding of the term creative. Some believe this concept resonates with the following notions: dance and arts, separating it from the swimming area games, sports games, athletics, depending on the development of motor skills and technique.

Creativity is a complex capacity. It makes it possible to create real products or purely mental, representing a breakthrough in the social plan. Creativity is the main component of the imagination, but real value creation also implies the desire to achieve something new, something special. And as novelty, today, is not obtained easily, another component is the "will" perseverance in doing numerous tests and checks. (Munteanu, A., 1994)

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The issue of creativity

Some authors see the creative ability to imagine answers to problems, to develop novel solutions (E. Limbos, 1988 quoted by Rocco M.). Psychologists argue generally that "being creative" means "to create something new, original and appropriate reality" (Landan E., 1979). Creative is characterized by originality and expressiveness is imaginative, generative, pioneering, inventive, innovative, etc. As a particularly complex mental formation, creativity is characterized by a multitude of ways: productivity, utility, efficiency, value, ingenuity, novelty, originality. They tended to limit creation and productivity, utility, value, qualities that are necessary but not sufficient for delimiting creativity. For creative, novelty and originality are defining. One of the most valuable interpretations of creativity, which generally is found in contemporary works, belongs to W. Duff quoted by Rocco M. 1998 and was developed in the eighteenth century. Duff distinguished three faculties of the creative mind: imagination, judgment and taste.

Imagination is the mental faculty which develops an infinity of new associations of ideas by composing and decomposing, combining and recombining them through, ultimately creating objects that never existed in reality.

The judgment allows the ideas development by combining imagination, observation of agreement or disagreement between them, and finally followed to determine the usefulness and truth inventions and discoveries produced by the power of imagination.

Taste is an inner sense that allows delineation of the ugly from the beautiful ideas, those ridiculous from the decent ones (Roco, M. 2001).

Literature presents different theories of creativity, from associative theory, behavioral, gestaltic, existential and cultural fact demonstrate the complexity of the phenomenon. Summarizing, in factorial terms, creativity depends on the following (Hanga, C.2003):

1. Psychological factors
 - a) Intellectuals – thinking – convergence
 - Divergence
 - b) Nonintellectual – motivation
 - character
 - temper
 - c) Skills
2. Biological factors
 - a) Heredity
 - b) Age
 - c) Gender
3. Social factors
 - a) Family
 - b) School

No doubt all these factors have their undeniable importance, but if we refer to the educational process and in this case the physical education teacher, I would highlight two factors with a decisive influence in the creative act, namely divergent thinking and motivation. When referring to the divergent thinking will have to remember the factors determining this form of thinking, namely: fluidity, flexibility, originality, elaboration, sensibility, redefining (Hanga C., 2014). Intrinsic motivation would be favorable to creativity, which has three main aspects: the passion, dedication and focus the work itself (Amabile, T. 1997). Continuing in the same level, we can talk about creative athletes who are curious, behavior always resist diversions of attention, involves intense effort, etc. (Sabău A., 2008).

Given that creative activity is not automatic and natural corollary chronological maturity, but requires a special intervention, early and longevity, any educator (parent or teacher alike) must assume full responsibility and relevance with this noble mission.

Ted Wragg, 2005, cited by Lavin, 2008, was asked about creativity in physical education class and he answered that every teacher should be obliged to invent. Apparently, experts are not entirely agree with creativity might think with resignation and indignation that does not want to pursue another initiative "imposed from above"(Lavin, 2008,).

Creativity involves certain risks, when proposing something new, it is not known outcome or response, which could be positive or negative. Control and management of change is welcome and teachers should not embrace change as a threat(Wragg, 2005 quoted by Lavin, 2008). Society is changing and with it the education systems. This explains the fact that in almost all countries have held educational reforms. In Romania, reform has proposed a more efficient education, more pragmatic to meet the contemporary requirements. Therefore, changes were made in the curriculum, replacing the single education plans with curricula, unique textbooks with alternative ones. Also were introduced optional subjects, aiming to be a better correlation between the labor market and skills, aspirations, desires of learners. The essence of the new national curriculum is to create the necessary prerequisites for the development of human personality with an educational ideal based on creativity, on the individual's ability to design and lead their own development(Jinga, 2008). The methodology for the implementation of the new curriculum requires teachers to create educational activities (situations) suitable for learning objectives taking into account the peculiarities of the collective. The learning situations will be better chosen or imagined by the teacher, more interesting and more effective the learning plan will be.

One of the psychologists who have tried to define originality of routine is A. Koestler, 1964 cited by D. Cristea, 2010, which captures the following aspects as important:

1. the level of consciousness that is headed by their search for ideas and solutions. A highly creative person rests equally on both the conscious and subconscious and unconscious on looking for new.
2. the type of experience it prefers and that is reliable for a person. People usually call creative new ways to experience unfamiliar, unlike the weak creative who trust only known ways, which usually lead to success.
3. obstacle to be overcome and the how the goals are chosen. A creative person chooses newest problematic situations as different from previous experiences and what is known at the time.

Creativity in physical education class

Given the above, I would like to question the creativity aspect in physical education class. At what level physical education teachers are creative? Yes, they are creative in the first phase in achieving the planning documents, then in the second phase in time of the actual lesson.

Referring to the physical education lesson which, as we know is conducted in compliance with links, sequences, we can talk about creativity in each of the 8 moments. In the first sequence the variants of organization are manifold, starting right from the band gathering team in line, in a circle, a semicircle, moving to exercises and games to capture the attention which may include a generous range actions performed with or without objects (balls, sticks, cones, hoops, scarves) or gym bank.

In the next sequence of the lesson, which involves gradual entry of the body using athletic means effort, gymnastics, dance, sports games and dynamic games, creativity can reach highs, thanks to the above.

The Link III of the lesson includes a wide range of exercises, from free exercises, with objects, in pairs, reaching to machines (gym bank, fixed scale) with many possible combinations, thanks to the use of objects and appliances, plus the possibility of introducing musical accompaniment.

Taking into question the thematic links, IV, V, VI, we can say that we are a fertile field in terms of the creative act, thanks to the large scale of content to be learned.

The link VII of the lesson may continue operations using creative exercises, dynamic or static, guided or free standing or on the ground in the form of story or game.

Creativity can be manifested even in the last minute of the lesson at the end, changing the band assembly (lines, circles, semicircles, liberal parties), standing or on the ground, sat on the bench and interactive communication.

DISCUSSIONS

Critical view on creativity in physical education class

It notes the frequent use of a template of the physical education lesson, which probably persist in the years 1975-1980, when the first papers with structured physical education class was elaborated. I think that many teachers prefer this option for fear of making mistakes or convenience. Of course this version is not wrong but we must take into account the contemporary society, new trends and guidelines that can lead to optimization of physical education lesson.

It can be seen the lack of attractive lesson, I mean the games specific link I and II, and link III presents, most often as a set of exercises invariably, not suitable topics lesson which shows a lack of imagination, training, interest from those who teach.

The shortcomings base materials are not an excuse for the lack of creativity in physical education class, on the contrary should become a challenge in work.

CONCLUSIONS

The education system, despite some traditions empowerment are increasingly compelled to relate intensively, to restructure, to adapt, so that it can integrate with the new type of society that evolves tumultuous(Orțan, F., 2014).

In this context, the issue of conducting physical education lesson should be reconsidered, with an approach that encourages creativity, motor skills and cognitive factors equally.

Creativity in physical education class should become a permanent preoccupation of all specialists in the field, which could lead to fewer medical exemptions to that rule.

In general, it is difficult to accept that there are alternatives, there are different ways but the same purpose, the novelty has always been regarded with skepticism, but with divergent thinking can counteract this impediment.

Another not unimportant, as creativity educate pupils / students who were accustomed to reproduce certain acts, driving actions, and the fear of making mistakes prevents them to think about another solution.

It is necessary to change teaching strategies and learning methods, if we try to identify the needs of children, issues they see in the future in terms of students' motor behaviour.

Existing curriculum areas can cultivate initiative, but Romanian system of physical education, physical education teachers generally show restraint in dealing with shyness and creativity.

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