



CREATIVITY IN PHYSICAL ACTIVITIES

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Abstract

The concept of “creativity” was recorded under various names such as: inspiration, talent, giftedness, genius, imagination or fantasy. Creativity is not about being receptive to novelty, but first, creating the new. In physical activities creativity is present when we decide and act in fraction of a second to solve a moment in game, or to combine some technical elements in an innovative way. The creative imagination has an important part in sports with an artistic component: first we prepare our exercises structures mentally, the execution models, possible chaining and sequence of elements are all in our mind and all are contributing to complement and enrich existing motor and expressive skills. Physical activities have resources of creativity improving in an enjoyable, healthy and stimulating context.

Creativity is the recombination of concepts that existed or still exist in the human mind, hidden in the subconscious and which could be activated as needed. Creativity seems to be more developed in people who regularly participate in physical activities. It is widely known that innovation cannot exist without creativity. Creativity and intelligence are very rare qualities, sought in all areas of activity, being very well reworded. Therefore we believe this topic is very present in the research field, that it opens new research perspectives and the statement that physical activities stimulate creativity and represent a manner of lifelong training-learning. Because is never too early to implement a healthy life style and a creative educational environment we recommend the initiation of physical education classes even since preschool.

Keywords: *creativity, imagination, originality, physical activity*

JEL classification: *I.20, I.23*

Introduction

More or less direct approaches were made about creativity before 1950, the concept of “creativity” was recorded under various names such as: inspiration, talent, giftedness, genius, imagination or fantasy. To create means: to make something exist, to generate, to cause, to produce, to compose, etc. One, who is characterized by originality and expressiveness, is imaginative, generative, pathfinder; resourceful, innovative is a creative person.

Creativity is a complex capacity. It makes it possible to create real products or

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purely mental, being a social progress. The main component of creativity is imagination, but the real value of creation is motivation, desire to achieve something new, something special. The novelty today cannot be easily obtained, so another component involved is the will, the perseverance in doing many test and checks.

I might add that creative imagination is the most important form of expression, one that prepares us new mental structures driving exercises, execution models, chaining possible motive, sequence of elements, all contributing to complement and enrich existing motor luggage.

1. Content

Based on previous experience or existing structures, the contribution of each new lesson taught, imagination works, so that we can have surprise innovations, easily obtained for an unexpected value and ingenuity. Creativity has a special significance; all the advances of science, technology and art are the result of creative spirits. There are several levels of creativity.

C.W. Taylor describes five layouts of creativity (as Landau.E. pp. 79-80):

- Expressive creativity manifests free, spontaneous, especially in kids drawings, is a mean to cultivate creative skills and that will manifest later.
- Production plan is the plan of creating objects (material or ideal) specific to regular employment. It is the plan accessible to all and is represented by the work of the potter, weaver, all the benefits that produce objects whose technology is traditional and its contribution is minimal.
- Inventive plan accessible only small category of people, inventors, those who succeed through their unique benefits bring relief tools, equipment, products or controversial theories;
- Innovative creativity is seen in people categorized as “talent”. They are the ones who perform works which originality is at least recognized nationally.
- Emerging creativity is characteristic for genius, the man who brings radical changes revolutionary and whose contribution asserts over several generations.

Creativity is a vague concept and quite inaccurate. Michel and Bernadette Fustier (1988) show that in normal human mind there is a link between the expression and creativity of artistic creation, technological inventions and scientific discoveries, interpersonal communication, education, personal behavior and social movements. It means: adapt, imagination, design, originality, evolution, inner freedom, literary talent, and distance to common stuff.

Jaoui A. defines creativity as “the ability to achieve effective and original combinations based on existing elements”, believes that everyone can be creative (Jaoui, A. 1990, p. 70)



As a particularly complex mental formation, creativity is characterized by a multiplicity of meanings: productivity, utility, efficiency, value, ingenuity, innovation, originality.

Great importance to physical education and sport, as well as any other area is the presentation qualities of creativity:

- *productivity* as it relates to the large number of ideas, solutions, specialty papers products more or less material;
- *utility* covers the result of the action, which should be useful to provide a benefit to smooth running of the business;
- *efficiency* in regard to the economic performance refers to the performance of the action, the performance could be obtained by adopting the results of creative activity;
- *value* of creative work must have meaning in terms of theoretical or tactical, to be socially recognized and valued;
- *ingenuity* requires a special way, elegant, effective solution;
- *novelty* concerns the distance in time of things, ideas, new things may have developed a low degree of originality;
- *originality* is appreciated by the scarcity of ideas, solutions and products, is thought to be the original creative results that occur only once, that they are unique.

The ability to imagine answers to problems, to find innovative and original solutions is considered creativity by some authors. Being creative is seeing the same thing as everyone, but to think of something different. Creativity cannot be limited to intellectual factors, divergent thinking and creative imagination; research areas involve intuition, creative memory and sense of observation.

H. Gardner suggested the idea that fluidity, flexibility, originality and elaboration are not specific or are not sufficient criteria for assessing creativity. He said that creativity involves at least seven discrete components: linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal and intrapersonal (Gardner, H, 1993).

One of the main ways to enhance creativity is to identify stimulating factors and inhibitions thereof. The factors that influence creativity training must be addressed in a comprehensive, unified, interactive and dynamic approach.

C. Rogers believes that the main reason creativity is human tendency to actualize him to surpass. Creativity exists in each of us, waiting for optimal conditions for delivery and expresses themselves (Rogers, C, 1967).

Ageing populations and societies by the large share of population older than birth rates can lead to conservatism emphasized, increasing resistance to change. The deepening of the conflict between the non-acceptance of the new generation, new trends, and changes may inhibit the development of new generation features the



new power of creativity of youth. Thus the absence of cues conflict between personal values and those imposed by different political, social, represents an obstacle to creativity.

Creativity should be encouraged, though a permanent connection between student and teacher, communication is the bridge to creation, supporting students through their orientation towards a realistic self image. Permanent communication should encourage their attitudes, opinions, solutions, ideas, paying attention and supporting the teacher, so the students can always be guided, directed and supported when “spread their wings” and always reinstated afloat when they lose balance.

Among other things, creative people are very receptive to visual, auditory, tactile, etc sensation. Being very sensitive and react intensely to stimuli, they can implement (the person who paints the lives that, transmits the actor’s feelings, etc.) so that they can identify with other people problems, cultures, races. In art, creative work develops receptivity to colors, shapes, surfaces, music and to people and their feelings.

This should be added specifically for derivative activities of art, dance, ballet, gymnastics, transposition of the subject in the role that it plays or music track that accompanies the performance, affective involvement and technical input and emotional come to complete the performance final picture. Imagination and creativity play an important role in the composition of exercises from sports such as artistic gymnastics and sports, figure skating, synchronized swimming, etc. Originality and novelty competitions are making the difference between the participants.

The lessons that we carry with ESA students imply variety of structures taught chaining originality comes to bring more creativity, chasing monotony and stimulate thought and imagination of female students. The aesthetic component of this physical activity makes an important contribution in achieving the objectives of this study. The style of gesture and fluency of movement set to a musical background, bringing aerobics closer to dance, enhances natural feminine grace (Pop, Ciomag, 2014) and creativity in imaging original motion structures.

Active and conscious participation of female students is part of my plan, driving lesson by them from structures and basic steps itself. Presentation of steps in different sequences is a test of attention to courses taught by me, but its intake of female students by presenting a model lesson.

2. Conclusions

Educating creativity can be started by linking different disciplines to ensure a development of creative personalities (pupils, students). They need to acquire a receptive and non-judgmental attitude to meet outside world and appealing to



different areas of their experience. Ideally they could learn to use different knowledge and skills in solving practical problems, to make associations with other disciplines and to correlate this with their previous knowledge (so existing experience).

Creative thinking, creativity development and own initiative should be encouraged by a supportive climate. A variety of situation and problem approach will stimulate the associative thinking and innovative solutions. In the educational environment students should be oriented to acquire independent thinking, indeterminate group tolerance for new ideas, the ability to discover new problems and find how to solve them and the ability to criticize constructively.

There are individuals who do not show their talent, skills or knowledge they have because they don't want to be different than other fellows and this attitude is determined by conformism; therefore developing self-confidence should be a priority in formal education. Here comes the teacher's talent and awareness about the opportunities they have to express themselves creatively and develop this creativity.

It is widely known that innovation cannot exist without creativity. On a labor market always in need, creativity and intelligence are very rare qualities, sought in all areas of activity, being also very well rewarded. For this reason we believe that this subject is very present in the research field that it opens new research perspectives and the statement that physical activities stimulate creativity and represent a manner of lifelong training-learning. Because is never too early to implement a healthy life style and a creative educational environment we recommend the initiation of physical education classes even since kindergarten.

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