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**STUDENTS' CREATIVITY DEVELOPMENT – FUTURE TEACHERS –
THROUGH TEACHING PRACTICE**

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Abstract: *A major factor in the education reform is undoubtedly the professor. Currently, the general opinion is that besides significant changes among the objectives and pedagogical contents,*

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A major factor in the education reform is undoubtedly the teacher. Currently, the general opinion is that besides significant changes among the objectives and pedagogical contents, among the curricula and school programs, major changes must be introduced in performance training and team structure trainers. Nowadays, the training of trainers in general and the training of trainers as educators of creativity in particular assume a special importance. In this context it should be taken into account the matter of training future teachers from the perspective of *pedagogical creativity*.

The definition of *pedagogical creativity* involves taking full advantage of structural-functional components of creativity generally interpreted and achievable in priority formative sense. The structure of *pedagogical creativity* highlights some specific features developed at the level of creator product – creative process, the creative personalities of pedagogical type.

The creative product of pedagogical type engages at least the level of inventiveness, located between the creativity that is significant only in individual sense and the creativity that is socially relevant. Only a few persons reach this level, those that are more flexible and more receptive to the symbolic processing on large spaces.

The creative process of pedagogical type is engaged in the teaching design level that involves the capitalization of preparation stages – incubation – lighting – verification of the embodiment of the lesson, the counseling hour, etc., in priority formative sense.

The creative personality of pedagogical type fully capitalizes the resources of the human psychic at levels and forms of action, aiming in particular:

- focusing the didactic action on formative priority objectives which involves overcoming previous performance and skills;
- providing necessary pedagogical correspondences in different situations and concrete contexts between objectives – content – methodology – evaluation;
- permanent employment of the reverse connection circuits, external and internal, necessary for a continuous self-improvement of the teaching activity.

The creative training for students' creativity, future teachers, is achieved both through theoretical subjects – specialty subjects and psycho-pedagogical and methodological subjects – also through practical subjects – such as the teaching practice.

Obviously, the teaching practice follows after attending psychology and pedagogy courses and seminars, also didactics, going through different stages depending on the state of the practitioner. The teaching practice introduces the students in the organization of teaching-learning-assessment act, in the design of a teaching activity, in conducting various forms of teaching-educational activities, in the creation and use of educational means, etc.

The designed activity carried out within the education process during teaching practice reflects the students' ability, future teachers, to produce new educational and instructional correlations.

In order to observe the correlation between theoretical and practical knowledge regarding the *pedagogical creativity* of the future teachers, it was examined the activity of some students (28 students) directed for teaching practice for two semester on a pedagogical university.

Based on the above considerations, at the end of the teaching practice students were asked to answer a few questions about the concept of *pedagogical creativity*, about the methods to stimulate creativity and the use of such methods at different times of the lesson.

After studying students' answers regarding the concept of *pedagogical creativity* there are yielded the following results:

- the knowledge of the concept of *pedagogical creativity* characterized by a global expressed perception is characteristic for approximately 46% of those surveyed;
- an incomplete perception is characteristic for about 22% of those surveyed;
- the difference of 32% represents the incorrect answers.

Regarding the methods of stimulating creativity there are the following results: the brainstorming was not mentioned by any student; only one student mentioned the Philips 6/6 method and the same method was employed by another student during the evolution of the lesson; the questioning method was used by two students in checking knowledge, by another four students while teaching and by other two students in fixing knowledge; the creative games were used by a student while teaching the lesson and by another student in fixation the knowledge; the processes of imagining new ideas are employed by a student while checking knowledge and by two students while teaching. All the other students were not using any method of stimulating creativity, still relying on traditional methods of teaching and learning.

From this analysis we can conclude that although 46% of respondents know the significance of the concept of *pedagogical creativity*, they do not use and do not apply the methods of stimulating creativity, continuing to make use of traditional methods of teaching and learning, which is a decreased creative effort from students.

From the quantitative and qualitative analysis of school documents (files of teaching practice) and from the processing of observations within the lesson it results that only 40% of students have designed and supported the teaching activity from the perspective of *pedagogical creativity*.

Also, using the data obtained by interpreting the observations made during assistance in teaching practice, through analyzing the files of teaching practice, as well as by processing the questionnaires that reflect the theoretical training of the students, we can conclude the following information: from the total group of students only about 40% of them know the correct meaning of the concept of *pedagogical creativity* and apply the correlations to the level of pedagogical objectives, contents and strategies for teaching – learning – evaluation in terms of *pedagogical creativity*, both in design and in teaching activities, the others using traditional teaching – learning – evaluation strategies.

For a smooth running of the pedagogical practice an important role had the counseling hours during which students were guided and helped to achieve what they have proposed.

In order to get better results, because the obtained coefficient proves to be unsatisfactory in preparing and training future teachers in general, but also in their training as educators of creativity it is recommended:

- changing the curriculum and even the school syllabus differentiated by years and semesters. In this sense we propose the introduction of a seminar hour on the subject of teaching methods in order to reduce the gap between the theoretical and practical training of the students by implementing some practical design works and simulation works related to the specialty lessons, also increasing the period of practice, this request also coming from students.
- because the university's endowment with modern audio-visual means of education is unsatisfactory, we believe that the employment of methods to stimulate creativity in courses and seminars (of any type) will give students patterns of using the mentioned methods. This can be achieved in the subsequent ways:
 - by developing new models of classroom discourse;
 - by creative interaction of the both poles of the educational process: teacher and student (future teacher), their relationship being based on cooperation and collaboration over a creative climate;

- correlation between the theoretical and practical training with a focus on the possibilities of implementation the theoretical knowledge in new and existing situations of objective reality.

This involves defining the paradigms by which the whole system and the educational process should be sufficiently flexible to the pragmatic requests.

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