

PROMOTING THE CREATIVITY OF VIETNAMESE STUDENTS IN THE CURRENT PERIOD

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ABSTRACT

Humanity is entering the age of intellectual civilization. The level of civilization that humanity has achieved is due to human creativity in all areas of social life. Many countries around the world have invested in human development strategies in the direction of enhancing the creativity of the young generation. For a slow and developing country like ours, to integrate with world civilization requires the fully developed people who are fully equipped with knowledge and skills, dynamism, creativity and ability to meet the requirements of the changing modern world. Therefore, one of the basic tasks that our Party and State have set for the education sector is to maximize creativity in learners. Within the scope of the article, the author focuses on analyzing general theoretical issues about creative capacity and creative capacity of Vietnamese students today; thereby, proposing some solutions to promote the creative capacity of Vietnamese students currently.

Key Words: Capacity, Creativity, Creative Capacity, Students, Vietnam.

1. INTRODUCTION

1.1 Some basic theoretical issues about creative capacity

1.1.1 The concept of capacity

There are many different viewpoints on capacity, but in summary, "Capacity is a combination of unique psychological attributes of an individual that is suitable for the requirements of a given activity to ensure that the activity is effective.". This is the viewpoint that the author chooses as the basis for his research. With that understanding, capacity exists on the basis of the following two conditions: (1) *The psychological attributes that make up the capacity must be unique, distinctive attributes;* and (2) *The individual's unique psychological attributes must match the requirements of a given activity.* Only when the above two necessary conditions are fully met, will capacity become a factor to help individuals carry out effective activities.

1.1.2 In terms of capacity classification, there are many different ways of classifying capacity:

In terms of level, the researchers divided capacity into: capacity, talent and genius. Capacity is a certain level of human ability, indicates the ability to successfully complete a certain activity; Talent is a higher level of capacity, which denotes the creative completion of a certain activity; Genius is the highest level of capacity, indicates the most outstanding and complete level of great men in human history.

In terms of function, according to the traditional concept, capacity is divided into two categories: general capacity and practical capacity. In which, General capacity is the necessary capacity for many different areas of activity, for example, physical and intellectual attributes

(observation, memory, thinking, imagination, language...) are necessary conditions for many fields to operate effectively; and Practical capacity is the unique expression of specialized qualities to meet the requirements of a specific field of activity with high results, for example, capacity in poetry, mathematics, painting, music, sport...

In terms of level of development, capacity are often divided into two categories: regenerative capacity and creative capacity. In which, Regenerative capacity is an individual who clearly shows his or her ability to achieve high results in terms of knowledge acquisition, conducting activities according to available patterns (may be guided by others); Creative ability: With a creative level of capacity, individuals perform actions in new ways with high efficiency, creating new and unique things. Obviously, there is more or less creativity in regeneration, and vice versa, there is more or less an element of regeneration in creation.

The above capacity classification is only relative and not fixed. In fact, there are types of capacity that are a combination of many above capacities.

1.2 The concept of creativity

According to the Dictionary of Philosophy: "Creativity is the process of human activities creating new material and spiritual values. Creative types are defined by occupational characteristics such as: science and technique, art, the military organization. It can be said that creativity is present in all areas of the material and spiritual world" (15, p. 71).

In the book of "Psychology Handbook", the authors Tran Hiep and Do Long also believe that creativity is the activity of creating and discovering the material and spiritual values. Creativity requires individuals to develop their capacity, to have motivation, knowledge, skills; and such conditions create new, unique and profound products. Besides, some other researchers such as: Pham Hoang Gia(1979), Nguyen Ke Hao (1985), considered creativity to be a high quality of imagination. Its core is the initiative, flexibility, and exploration of thinking, to optimally solve any problem in new, complex situations. According to Nguyen Huy Tu: "Creativity manifests itself when people are faced with problematic situations. This process is a combination of qualities and abilities, by which, people, on the basis of their own experience and independent thinking, generate new, original, and rational ideas on an individual or social level, where the creators get rid of traditional solutions to come up with new, unique and appropriate solutions to the posed problems" (9, p. 5).

In general, the above conceptions of creativity emphasize the newness and the social significance of creative products, but each author analyzes the new things from different angles. Some authors are interested in the novelty of active products, while others focus on the way and the process of creating that new thing. The concept of newness mentioned by the authors also has many levels, some are new to the whole society, some are new only to the active subject itself. This article considers creativity as an indispensable personality quality requirement of students. It is, therefore, possible to define in general terms: "Creativity is the process by which people coordinate, transform and build new situations, new and reasonable behaviors on an individual or social level with their independent thinking and existing experiences." (2, p. 111).

1.3 The concept of creative capacity

One of the basic conditions for effective learning and scientific research is that each individual must have psychological qualities to meet the requirements of the activity. In other words, the individual must have the corresponding abilities. However, in order to obtain new, unique, and highly complete products, in addition to the general capabilities, individuals must have creative capacity. Creativity can be broadly defined as follows: “Creative capacity is a personality attribute, a combination of psychological qualities, by which, when faced with problematic situations, on the basis of their own experience and by independent thinking, human beings coordinate, transform, construct new situations, generate new, original, rational solution ideas in a personal or social level”.

The characteristics of creativity

Creativity is manifested in three properties: novelty, independence and utilitarianism (9, p. 5).

- Creativity manifests itself in the novelty of the product of thought or action. This novelty can be for the individual or for the society. When referring to the creativity of adults, scientists, inventors, and creators, it means novelty on the social level. At the student age, in the creative process, new things are not necessarily meaningful to the whole society but only to themselves. However, that creative process is extremely important to society and is always encouraged to become creativeness on the social level. Psychology has determined the similarity between the creative process of students and the creative process of scientists. The creative process of students has gradually approached the creative process of scientists. The difference here is only the level of independence in the progression of the stages of the creative process, while the mechanism leading to the new is no difference between these two creative processes. Therefore, although it often does not bring new things to the whole society, the creative learning of students has great social significance, because there their personalities are trained to become creative people in the future.

- Independence in thinking and acting is the second characteristic of creativity, it is independent thinking that is the premise for the producing of new ideas, new methods, and new solutions. An important condition for developing independence in thinking is putting individuals in front of a problem that they have to reach their destination by solving that problem. According to Raja Roy Singh, “Problem-identification and problem solving would be a poor transaction if the problem is handed out to the learner rather than being identified by him or her.” (16, p. 36). When faced with a problematic situation, if you learn to experiment independently to find a solution, but the further you deviate from the norm (there are formulas, algorithms, etc.), the more creative you will be assessed. Creative people tend to avoid repeating the old solution with skepticism, wanting to abandon the traditional way, even abandon the traditional purpose. They try to come up with new ideas, new ways to implement your unique and out-of-the-ordinary ideas.

- Utilitarianism is reflected in the value of the new product. The creative process of creating new products is always related to reality; Creativity is not a break with reality but a maximum reflection of reality - a reflection in a new situation, with a new quality and with a new purpose. It is usually said that creativity (art, or technology) always aims to create something new, unique, better, more beneficial for the development of society.

Levels of creativity

The distinction of levels in psychology is of great significance in the education and training of people. According to Nguyen Huy Tu, creativity can be divided into five different levels as follows:

1- Expressive creativity: It is the most basic form of creativity. It requires no uniqueness or significant skills. This level of creativity is characterized by “exciting” spontaneity and freedom.

2- Productive creativity: is a higher lever of expressive creativity. It requires certain skills (processing information or skills, techniques) to clearly and accurately express the opinions of individuals. At this level, spontaneity and excitement give way to rules while expressing the creator's ego.

3- Inventive creativity: Characterized by the discovery or “finding” due to “seeing” new relationships between previous information. This is not the highest level of creativity, but just processing old information and rearranging them to arrive at new relationships and that is the emergence of initiative or discovery.

4- Innovative innovation (innovation, reform): is a high level of creativity. It demonstrates a deep understanding of scientific or artistic, technical or production knowledge, which requires a certain intellectual level, thereby building the meaningful reform ideas for the society. Lackben believes that the farther the project in the head is different from the beginning, the greater the creativity is.

5- The most creative are those ideas that give rise to new professions, new schools, surpassing contemporary wisdom. Representing those who reached this rank are Einstein in physics, Picasso in painting, Chopin in music, Darwin in biology, K.Marx, Ho Chi Minh in society and political science (10, p. 87).

2. CREATIVE CAPACITY OF CURRENT VIETNAMESE STUDENTS

The creative capacity of current students is expressed through the correlation between creative ability and the results of the final exam of the subjects in the training program of the University. In general, students' creative ability is currently at an average level, although the percentage of students at the average, average good and good levels of creative ability is higher than Urban's TSD-Z standard. The correlation between the level of creativity and a learning performance is positive but not high. It can be affirmed that the learning results of students not only depend on their creative ability but also on many other factors such as training process, gender, motivation, attitude, job interest...

For current Vietnamese students, their creative capacity is very abundantly expressed through basic activities such as learning and the scientific research. Through different channels of receiving knowledge, they feel the beauty and goodness from the knowledge they learn in school and in life. From there, it serves as a basis for children to develop their imagination and creativity. Therefore, it can be understood that creative capacity is an indispensable requirement of every student. The creative capacity of Vietnamese students can be broadly defined as follows: “The creative capacity of Fine Arts students is a personality attribute, a combination of psychological

qualities, by which, when faced with the beauty of life, on the basis of their own experience and by thinking, imagining, they coordinate, transform, create new and unique artistic images, at the individual or social level”.

3. SOME SOLUTIONS TO PROMOTE THE CREATIVE CAPACITY OF CURRENT VIETNAMESE STUDENTS

Firstly, in order to promote the creative capacity of students, the most important thing is to create the most favorable environment to unlock the potential of students. From mechanisms and policies to encourage students to promote their dynamism and creativity, to a team of highly qualified and professional lecturers, who are capable of guiding the young generation and especially are creative. Thus, in order to become an fine art teacher in high schools, students must have a talent for painting, and one of the basic psychological conditions is to have creative capacity.

Secondly, in order to further promote students' creative abilities, it is necessary to include subjects that help students express their creativity in the curriculum. For example, painting is a very necessary subject, helping to unlock the hidden abilities of students. In the condition that students have only average creative ability (although the percentage of students with average, average good and good creative levels is higher than Urban's TSD - Z standard), similar activities or subjects are essential. It is necessary to organize more courses of fostering, or directing students to study some more gifted subjects such as Literature - Physical - Art education for students, to help students discover their own forte.

In addition to learning, the University also needs to have a form of entrance exam which can detect students' true creative capacity; thereby, as a basis for classifying students' abilities. This can help the University have the right impact for each object. Thus, the promotion of students' creative capacity will be more effective.

Thirdly, the growth of creative capacity in students during the training process from the moment they enter the school to the end of the course is not very large. One of the reasons for this situation is that students entering the school have only average creative capacities. But in our opinion, we cannot rule out that the cause lies in the content of the program, in the organization and training of the university. However, in order to have accurate and scientific conclusions on this issue, we think that continuing to research on the appropriateness between the content and training programs with the development of students' creative capacity. This is a necessary action for the university in the current period. Also in this aspect, we believe that universities can develop students' creative capacities by creating conditions for them to collect and accumulate impressions and symbols about life, so that, on that basis, they enrich themselves with material for their creative capacities. One of the ways to help students collect and accumulate symbols in practice is to organize for students to go to practice, internship...

Fourthly, the Youth Union needs to coordinate with the Faculty of Fine Arts Pedagogy in organizing seminars on the learning methods to help students quickly adapt to learning activities at the university, creating conditions for them to achieve their goals. better results in learning. At the same time, the university also needs to strengthen the education of motivation, attitude, interest

and the professional feelings for students, helps them see the role of creativity in learning, working and in their life later; thereby unlocking their own creative potentials in the learning process.

4. CONCLUSION

The study on creative capacity is a matter of great theoretical and practical significance. Creative ability is a personality attribute, a combination of psychological qualities, by which, when faced with problematic situations, on the basis of their own experience and by independent thinking, human beings who coordinate, transform, build new situations, create new, unique, and reasonable solutions to ideas, at the individual or social level. With that role, the combination of the above solutions to promote the creative capacity of students will be decisive in promoting the human factor in the process of national reform, and industrialization - modernization, and very extensive international integration as currently.

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