

UDRUŽENJE ZA PODRŠKU I KREATIVNI RAZVOJ DJECE I MLADIH
EDUKACIJSKO-REHABILITACIJSKI FAKULTET
UNIVERZITETA U TUZLI

**UNAPREĐENJE KVALITETE ŽIVOTA
DJECE I MLADIH**

Tematski zbornik

**VIII Međunarodna naučno-stručna konferencija
„Unapređenje kvalitete života djece i mladih“
23. - 25. 06. 2017. godine, Arandelovac, Srbija**

ISSN 1986-9886

Tuzla, 2017.

UNAPREĐENJE KVALITETE ŽIVOTA DJECE I MLADIH

Izdavač:

Udruženje za podršku i kreativni razvoj djece i mladih

Urednici:

dr. sc. *Alma Avdić*, vanredni profesor
dr. sc. *Lejla Junuzović-Žunić*, vanredni profesor

Organizacioni odbor:

dr. sc. *Medina Vantić-Tanjčić*, vanredni profesor, predsjednik
dr.sc. *Fadil Imširović*
msc. *Marinela Šćepanović*
mr.sc. *Mirjana Jakovčev*
ma. *Salim Goranac*
MA *Silva Banović*

Naučni odbor:

dr. sc. *Zamir Mrkonjić*, vanredni profesor, Univerzitet u Tuzli Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina

dr. sc. *Nenad Glumbić*, redovni profesor, Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija

dr. sc. *Lejla Junuzović-Žunić*, vanredni profesor, Univerzitet u Tuzli Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina

dr. sc. *Slavica Golubović*, redovni profesor, Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija

dr. sc. *Anita Zovko*, redovni profesor, Filozofski fakultet Sveučilišta u Rijeci, Hrvatska

dr. sc. *Mario Vasić*, redovni profesor, Fakultet prirodoslovno-matematičkih i odgojnih znanosti, Sveučilišta u Mostaru, Bosna i Hercegovina

dr. sc. *Sunčica Dimitrijska*, redovni profesor, University „Ss. Cyril and Methodius“, Institute of Special Education and Rehabilitation Faculty of Philosophy-Skopje Republic of Macedonia

dr. sc. *Alma Avdić*, vanredni profesor, Univerzitet u Tuzli Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina

PhD *Vanda Haykova*, doc. paed., Univerzita Karlova v Praze Pedagogická fakulta, Praha, Češka Republika

PhD *Laszlo Varga*, University of West Hungary Benedek Elek Faculty of Pedagogy Sopron, Hungary

dr.sc. *Marija Jakovljević*, redovni profesor, UNISA School of Computing, College of Engineering, Science and Technology Johannesburg, South Africa

dr. sc. *Veronica Laura Demenescu*, vanredni profesor Univerzitet de Vest Timisoara Facultatea de Muzica si Teatru Romania

prof. dr. *Fatih Şahin*, Celal Bayar University Manisa Türkiye

Recenzenti:

dr. sc. *Amela Teskeredžić*, vanredni profesor, Univerzitet u Tuzli Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina

dr. sc. *Svetlana Kaljača*, vanredni profesor, Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija

dr. sc. *Natasha Stanojkovska-Trajkovska*, docent, University „Ss. Cyril and Methodius“, Institute of Special Education and Rehabilitation Faculty of Philosophy-Skopje, Republic of Macedonia

dr. sc. *Jasna Lj. Parlić-Božović*, redovni profesor, Filozofski fakultet Kosovska Mitrovica, Srbija

dr. sc. *Jasna Kudrek Mirošević*, docent, Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska

dr. sc. *Medina Vantić-Tanjić*, vanredni profesor, Univerzitet u Tuzli Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina

dr. sc. *Milena Nikolić*, vanredni profesor, Univerzitet u Tuzli Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina

Skupština Udruženja za podršku i kreativni razvoj djece i mladih na redovnoj sjednici održanoj 21.04.2017. godine, odobrila je štampanje zbornika radova „Unapređenje kvalitete života djece i mladih“

**UNAPREĐENJE KVALITETE ŽIVOTA
DJECE I MLADIH**

PARTNERI KONFERENCIJE



Друштво дефектолога Војводине
Булевар ослобођења 6 - 8
21000 Нови Сад



ОШ „САВА ЈОВАНОВИЋ СИРОГОЈНО“
ЗЕМУН

Hrvatski savez udruga za osobe s intelektualnim teškoćama, Hrvatska



Štampa:
Art Vision, Pančevo

Naslovna strana:
Art Vision, Pančevo

Godina izdanja:
2017.

Tiraž:
100

SADRŽAJ

Predgovor	15
-----------------	----

PLENARNA IZLAGANJA

Golubović S RAZVOJ GOVORA I KOMUNIKACIJE: SOCIOLINGVISTIČKI I KOGNITIVNI RAZVOJ GOVORA.....	19
---	----

Kudek-Mirošević J INKLUZIVNA ODGOJNO-OBRAZOVNA PRAKSA I TRENDOVI: ODLUKE I AKCIJE KOJE (NE)PODRŽAVAJU INKLUZIJU	29
---	----

Sovilj M KORENI AGRESIJE I NASILJA KOD DECE I MLADIH.....	41
--	----

TEMA I

UNAPREĐENJE KVALITETE ŽIVOTA DJECE PREDŠKOLSKOG I ŠKOLSKOG UZRASTA

Angeloska Galevska N MEASURING THE QUALITY OF LIFE OF CHILDREN AND YOUTH – METHODOLOGICAL ISSUES	55
--	----

Mićić V OD REČI DO REČENICE – SINTAKSIČKE VEŽBE U RADU SA DECOM PREDŠKOLSKOG UZRASTA	61
--	----

Karić M MUZIKA I MUZIČKO STVARALAŠTVO KAO JEDAN OD ASPEKATA RAZVOJA DJETETA	73
---	----

Klapan L, Čerkez Zovko I, Musa N PROVOĐENJE SLOBODNOG VREMENA UČENIKA OSNOVNE ŠKOLE	79
--	----

Parlić Božović J SARADNJA PORODICE I ŠKOLE U PROCESU PRIPREME DECE ZA POLAZAK U ŠKOLU	89
---	----

Petrova Gjorgjeva E, Kitanova I, Mirastcieva S, Koceva D THE EDUCATOR AS A CREATIVITY ANCOURAGER IN CHILDREN	99
---	----

Mladina N GOJAZNOST KOD DJECE – MEDICINSKE I PSIHOSOCIJALNE DILEME I PROBLEMI	103
Trajkov I QUALITY OF LIFE OF CHILDREN IN FOSTER FAMILIES	113
Dosković M, Spasić Šnele M RAZUMEVANJE POMEŠANIH OSEĆANJA KOD DECE	119
Nikolić M, Grandić R, Dedaj M PREDSTAVE RODITELJA O DAROVITOSTI NA PREDŠKOLSKOM UZRASTU	131
Gligorović M, Buha N VERBALNO PLANIRANJE I POTENCIJAL ZA UČENJE KOD DECE MLAĐEG ŠKOLSKOG UZRASTA	143
Veličković D, Radovanović D UTICAJ ŠAHA NA RAZVOJ DECE ŠKOLSKOG UZRASTA	153
TEMA II	
UNAPREĐENJE KVALITETE ŽIVOTA MLADIH	
Ibeljić E RAZVOJNA PSIHOPATOLOGIJA KAO PREDIKTOR SOCIJALNO NEPRILAGOĐENIH OBLIKA PONAŠANJA KOD ADOLESCENATA KOJI ODRASTAJU ODVOJENI OD OČEVA	161
Keljanović A POZITIVNO MENTALNO ZDRAVLJE MLADIH RAZLIČITIH PROFESIONALNIH USMERENJA KOJI STUDIRAJU NA SEVERU KOSOVA I METOHIJE	171
Smailović S, Milenović M, Čolović Međedović A VASPITNI STILOVI I ALTRUIZAM KOD UČENIKA SREDNJIH ŠKOLA	181
Erdeš Kavečan Dj, Oljača M THE ROLE OF FAMILY RELATIONS ON PERCEPTION OF SELF-EFFICACY IN ADOLESCENTS.....	191
Petrovska S, Dejanova B OBESITY IN CHILDREN AND YOUNG PEOPLE	203

Dejanov P, Dejanova B
QUALITY OF LIFE IN YOUNG HEMODIALYSIS PATIENTS UNDER
L-CARNITINE THERAPY209

Dautbegović A, Zvizdić S, Marković M
DETERMINANTE ZADOVOLJSTVA STUDENATA AKADEMSKIM
OKRUŽENJEM215

Solaković Š
ZADOVOLJSTVO ŽIVOTOM I ŽIVOTNA ORIJENTACIJA STUDENATA231

TEMA III
UNAPREĐENJE KVALITETE ŽIVOTA DJECE I MLADIH
S POSEBNIM POTREBAMA

Radovanović Z, Lazović T
MOGU JA TO - PRIMENA TRETMANA REEDUKACIJE PSIHOMOTORIKE
KOD ADOLESCENTA SA CEREBRALNOM PARALIZOM243

Zečević I, Mastilo B, Bakoč A, Kalajdžić O, Perućica R, Vuksanović G,
Čalasan S, Vuković B
SOCIJALNA INTERAKCIJA DJECE SA OŠTEĆENJEM VIDA249

Tulumović Š, Husić-Đuzić I
ANALIZA KVALITETE AKTIVNOG RJEČNIKA KOD SLIJEPIH
I SLABOVIDNIH UČENIKA261

Veljić Č, Delibašić D, Jakić S
SOCIJALNO UKLJUČIVANJE DJECE SA POSEBNIM
OBRAZOVNIM POTREBAMA: FAKTORI USPJEŠNOSTI SOCIJALNE
INKLUZIJE KROZ STUDIJU SLUČAJA267

Dimitrievska V, Gjurovska M
THE QUALITY OF LIFE OF ROMA CHILDREN IN REPUBLIC
OF MACEDONIA277

Obretković I, Milačić Vidojević I
UTICAJ KONTAKTA NA VEROVANJA O UZROCIMA
INTELEKTUALNE OMETENOSTI I SOCIJALNU DISTANCU KOD
OSOBA OPŠTE POPULACIJE.....287

Avdić A, Handžić M
SOCIOMETRIJSKI POLOŽAJ GLUHIH I NAGLUHIH UČENIKA293

Tamaš D, Brkić Jovanović N, Miljković A, Golubović S, Slavković S, Kalaba S STAVOVI RODITELJA PREMA SEKSUALNOSTI OSOBA SA INTELEKTUALNOM OMETENOŠĆU.....	301
Ćalasan S, Dobrota Davidović N, Vuković B, Kalajdžić O, Vuksanović G BIO-PSIHO-SOCIJALNI MODEL POREMEĆAJA FLUENTNOSTI GOVORA	309
Jovanović Čabrić M, Milošević D, Aleksić G VANNASTAVNE AKTIVNOSTI KAO FAKTOR BOLJEG KVALITETA ŽIVOTA DECE SA SMETNJAMA U RAZVOJU	319
Borovac Bekaj A, Vantić-Tanjić M, Nikolić M, Imširović F RAZLIKE U STILOVIMA UČENJA IZMEĐU DJECE S POSEBNIM POTREBAMA U INKLUZIVNIM ODJELJENJIMA I U USLOVIMA SEGREGACIJE.....	323
Buha N, Gligorović M SOCIJALNE VEŠTINE KOD ODRASLIH OSOBA SA UMERENOM INTELEKTUALNOM OMETENOŠĆU.....	331
Banjeglav K, Radić S, Šimeg R UTJECAJ KREATIVNOG STVARALAŠTVA U RADU S UČENICIMA S TEŠKOĆAMA U RAZVOJU	343
Hornjak I PRIKAZ RADA SKUPINE KOJA KORISTI SUSTAV MODIFICIRANIH ZNAKOVA	351
Novak A, Oreč A POLOŽAJ MLADIH ROMSKE NACIONALNOSTI.....	357
Krampač-Grljušić A, Lončarić M, Lemal E NEKI POKAZATELJI DOSTUPNOSTI I KVALITETE PODRŠKE DJECI STEŠKOĆAMA U RAZVOJU U OSNOVNOŠKOLSKOM SUSTAVU NA PODRUČJU OSJEČKO-BARANJSKE ŽUPANIJE.....	367
Kaljača S, Stajčić I, Dučić B KVALITET PRIJATELJSKIH ODNOSA DECE I ADOLESCENATA SA NEURORAZVOJNIM POREMEĆAJIMA.....	379
Smajlović S, Begić L, Karagić S RAZLIKE U JEZIČKIM SPOSOBNOSTIMA UČENIKA PRVIH RAZREDA U ODNOSU NA SPOL.....	391

Sukur Ž, Vuković M POREĐENJE ZADOVOLJSTVA ŽIVOTOM KOD OSOBA SA NEFLUENTNIM I FLUENTNIM AFAZIJAMA	399
Junuzović-Žunić L, Ibrahimagić A, Raguž D, Banović S SAMOPERCEPCIJA KOMUNIKACIJSKE KOMPETENCIJE DJECE SA GOVORNIM I JEZIČKIM SMETNJAMA.....	407
Bulić D, Kos Jerković V, Jelić Z, Not T INTERDISCIPLNARNI PRISTUP U RADU S DJECOM S VIŠESTRUKIM TEŠKOĆAMA.....	417
Halilčević I, Vantić-Tanjić M, Nikolić M, Imširović F STRATEGIJE ČITANJA KOD UČENIKA S INTELEKTUALNIM TEŠKOĆAMA.....	423
Šakotić N, Šoškić B OBRAZOVNA POLITIKA USMJERENA NA KREIRANJE NACIONALNOG KURIKULUMA ZA DJECU SA POSEBNIM OBRAZOVNIM POTREBAMA.....	431
Dimitrijoska S, Dimitrijević S, Petrov R RISK FACTORS FOR RECIDIVISM IN JUVENILE CRIMINAL OFFENDERS.....	439
Dimitrijević S, Dimitrijoska S IDENTIFICATION OF RESOURCES AND PLANNING OF THE INTERVENTION.....	447
Mravlinčić N, Katić S TJELESNA AKTIVNOST KAO METODA POTICANJA INKLUZIJE I SOCIO- EMOCIONALNOG RAZVOJA KOD UČENIKA S ADHD-OM U REDOVNOJ OSNOVNOJ ŠKOLI.....	459
Slaviček I KOMUNIKACIJSKE SPOSOBNOSTI DJECE S CEREBRALNOM PARALIZOM.....	465
Đorđević T, Anđelić M VRŠNJAČKO NASILJE, SELF KONCEPT I PORODIČNI ODNOSI U ADOLESCENTNOM DOBU.....	471
Zloković J, Jureković S UNAPRJEĐENJE KVALITETE ŽIVOTA DJECE I MLADIH U INSTITUCIONALNOM RESOCIJALIZACIJSKOM TRETMANU – IZ PERSPEKTIVE DJECE U SKRBI.....	479

Adamović T, Sovilj M, Jeličić Lj UTICAJ VESTIBULARNE DISFUNKCIJE NA KVALITET ŽIVOTA PREDŠKOLSKOG UZRASTA.....	491
Ječmenica N, Golubović S PROCENA SPOSOBNOSTI AUDITIVNE I VIZUELNE PERCEPCIJE KOD DECE SA DISGRAFIČNIM RUKOPISOM	497
Krumes I, Makarević L PRILAGODBA JEZIČNIH VJEŽBI ZA UČENIKE S POTEŠKOĆAMA ČITANJA I PISANJA.....	505
Teskeredžić A, Radžo Alibegović Dž, Begić H KVALITETA ŽIVOTA SLABOVIDNIH OSOBA TREĆE ŽIVOTNE DOBI U ODNOSU NA ŠKOLSKU SPREMU.....	521
Kranjčec J, Groznica M NAŠ DOPRINOS NEOVISNOM ŽIVLJENJU OSOBA S INVALIDITETOM.....	531
Stoisavljević S, Veselinović M, Sokolovac I, Škrbić R, Mumović G FORMANTSKA ANALIZA VOKALA KOD DECE SA SLUŠNIM APARATI	537
Žugić M UTICAJ SARADNJE INSTITUCIJA I NEVLADINIH ORGANIZACIJA NA PROFESIONALNU REHABILITACIJU I ZAPOŠLJAVANJE OSOBA SA INVALIDITETOM U CRNOJ GORI	545
Šćepanović M NEVERBALNA KOMUNIKACIJA DECE SA CEREBRALNOM PARALIZOM.....	557
Goranac S, Mandić N, Stojanović B SENZORNA INTEGRACIJA KROZ KULINARSTVO.....	565
Budimir L, Kićanović Lj, Totić L ZASTUPLJENOST STRAHOVA I FOBIIJA KOD UČENIKA S TEŠKOĆAMA U UČENJU U ODNOSU NA VRŠNJAKE.....	569
Lozić M, Pavlović S, Petrović R, Mehmedinović S UTVRĐIVANJE NIVOVA PORODIČNOG FUNKCIONISANJA KOD RODITELJA DJECE SA INTELEKTUALNIM TEŠKOĆAMA.....	571

SLOBODNE TEME

Zovko A, Vasilj M, Knapić I INFORMATIČKA PISMENOST NASTAVNIKA U KONTEKSTU INFORMATIZACIJE OBRAZOVANJA	575
Glumbić N, Brojčin B, Đorđević M, Žunić Pavlović V POKEMONI U AUŠVICU... ..	583
Goranac S, Ilić T, Nikolić A STIL UČENJA KAO VODIČ KA USPEŠNIM REŠENJIMA	589
Gološ E, Balić J MEĐUZAVISNOST REDOVNOG POHAĐANJA NASTAVE I MOTIVACIJE ZA UČENJE	595
Dudić A, Babić N PERCEPCIJA I STAVOVI NASTAVNIKA O NASILJU U ŠKOLAMA	603
Major M POVEZANOST FORMALNOG I INFORMALNOG OBRAZOVANJA KROZ ASPEKT SARADNJE ŠKOLE I MUZEJA.....	613
Avdić B DRAMSKE RADIONICE KAO MODEL PODIZANJA KULTURNE SVIJESTI.....	623
Goranac S, Ilić T, Nikolić A, USLUGE RESURSNOG CENTRA	633
Vasilj M, Zovko A, Vukobratović J POTENCIJALI E-UČENJA ZA UNAPREĐENJE MODELA POUČAVANJA ODRASLIH	639
Selimović H, Selimović Z, Mulaosmanović N OBLICI I NAČINI KOMUNIKACIJE IZMEĐU UČENIKA I NASTAVNIKA ...	651
Kopačin B KROZ (MUZIČKU DIDAKTIČKU) IGRU UČIMO SE	663
Žerić B UDRUŽENJE GRAĐANA OŠTEĆENOG SLUHA I GOVORA UGOSG USK-a (predstavljanje Udruženja)	673

THE EDUCATOR AS A CREATIVITY ENCOURAGER IN CHILDREN

Emilija PETROVA GJORGJEVA, Irena KITANOVA, Snezana MIRASTCIEVA, Daniela KOCEVA

Univerzitet „Goce Delcev“, Fakultet za obrazovni nauki, Stip, Macedonia

Stručni rad

ABSTRACT

There are numerous theoretical approaches to creativity, but the paper focuses on three of them: the concept of creativity as a mental disorder, the concept of creativity as the essence of a self-actualized human being and the social approach to creativity. Historically speaking, the relationship between school and creativity was far from ideal, and still many school critics emphasize that school has counterproductive effect on creativity. The reason for this lies in the general organization of the learning process in schools, and educational philosophy that is focused on the convergent way of thinking and the existence of “only one correct answer”, which are not correspondent with the creativity process. Nowadays creativity is becoming increasingly recognized as a means for personal growth, as well as social progress and survival of a community. Creative teaching should be based on the changed social relations between teachers and students through encouraging students to ask unusual questions and show initiative, by showing them that not every problem is already solved and by allowing them to make mistakes. In addition, it is required to apply methods and techniques that promote creativity. It is especially important to educate prospective teachers in creativity stimulating ways in order to provide a model for them to organize their own classroom activities as teachers.

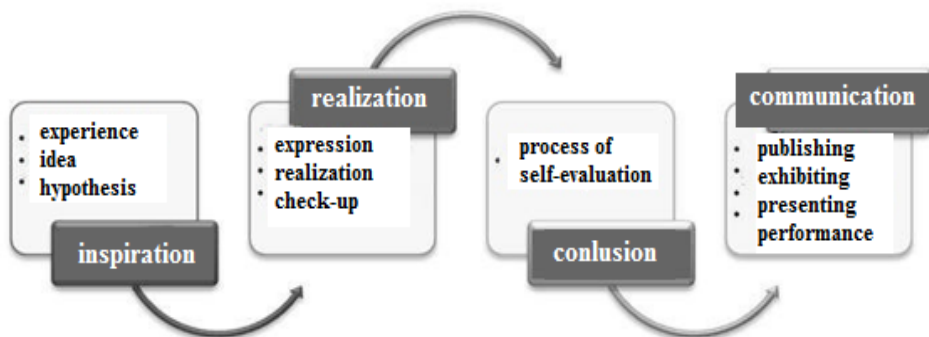
Keywords: Teaching in school, notion of creativity, importance of creativity, me

INTRODUCTION

School and creativity

It would be unjust if we say that the school is the place where creativity isn't being developed. This is especially true for the art fields, where the teaching not only enables the student's creativity, but it also encourages it. However, the numerous critics aimed to the school show that it isn't traditionally considered as blossoming place for creativity. It is well-known that the famous scientists and artists, who have proved themselves as superior, haven't been recognized and have even been considered as bad children. For example Isaac Newton had very low grades at school, and Tomas Edison was describes from one of his teachers as so stupid that he wouldn't ever be able to learn. Many notable actors had difficulties in realizing the tasks set by the schools and are considered as students with problems. Hans Cristian Andersen, the painter Leonardo da Vinci, the composer Amadeus Mozart, the innovator Thomas Edison, the composer Ludwig van Beethoven, the painter Pablo Picasso and the musician Jon Lennon were all dyslexic. Nowadays all those who are valued were defined at school as students with difficulties and probably don't own their knowledge to the school, but some other conditions in which they grew up. The didactic conception who was

established since the 17th century by Comenius isn't compatible with the creative process. If we understand the creative process as it is portrayed on picture 2, then it is clear that it isn't compatible to the subject based timetable for the teaching process. If the student or the undergraduate who has a mathematical problem gets some musical inspiration, or under the influence of a certain song gets an idea for a new mathematical solution, it would be difficult to realize that idea or inspiration without disturbing the teaching process. Also during the teaching that accepts from the students to be creative and to paint, write songs or stories, it is difficult to imagine that all students will simultaneously get an inspiration or to proceed with its realization. Besides, the creative process have different duration. The story can have a few sentences or to have numerous pages. For painting pictures and moulding sculptures someone will need only a few minutes, but others will need hours. All of this is obviously incompatible to the teaching division into 45 minute teaching.



Picture 2. The creative process

However, even in these conditions it is still possible to have pedagogic situations encouraged by creativity. In the 60s and the 70s Paul Torens (1965) proved through many experiments that it is possible to encourage creativity in teaching. He believed that the following five principles are derived from the creative behaviour of the student:

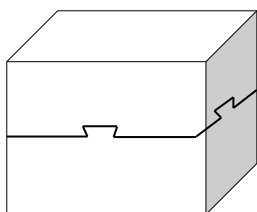
- Paying attention to unusual questions
- Paying attention to thoughtful and unusual ideas
- Showing the child that its ideas have value
- Ensuring the time that is not valued
- Connecting the evaluation with examples and consequences

The implementation of those principles in teaching means that the philosophy of teaching according to which the students and the undergraduates shouldn't learn how the problems are solved or to learn the true answers and to adopt finished solution, but on the contrary. They are encouraged to note the problems, to ask questions often and to understand that there is still work for the young and capable people. It is teaching in which the teacher doesn't entail his or her opinion and solutions, but he/she is open for different new possibilities. Maslow (1976) thinks that the curriculum of all the subjects has to refer to the art subjects from which the creativity is being derived: "The fact that I am interested is a new type of education that needs to be developed and that goes

toward a new type of enforcing the human being, which we need; It is a personal process for creative people, people that need to improvise, confident, courageous and most of all autonomous. It is believed that the teachers from the art field were the first that chose that direction. It could be realized in the mathematical education and I hope that it will happen one day –said Malow. It is certain that Mathematics, History or Literature are still studied in an authoritative way based on memorizing. The question is how the children are taught to face the present and to become creative people who are in the phase of a busy creative orientation.” Our experiences in teaching of the future teachers have shown that this practice with the students causes admiration and it is welcomed with a smile on their faces, and it often gives amazing and unexpected results. The students need some time to get used to that kind of teaching, which is different from the usual types of teaching with which they are familiar. Some of them can even be confused and think that they aren’t learning anything (understanding the process of studying as process of memorization), because in this way they are often faced with problems and situations that need to be resolved as in reality. However this type of teaching is possible and it is accepted perfectly by the students. Some of research papers and that we would like to point to are the following: Bognar, Kragulj (2009), Kragulj, Somolanji, (2009), Somolanji, Bognar (2009)

Steps for encouraging creativity in teaching

According to the approach of Torrance that strives toward changing the relation and the openness, it is nowadays created by the methodological procedures that are derived from creativity in teaching such as: morphological analysis, ideas, synectics, bionics, rentalisation, provocation, smart maps, six universal questions, accidental terms, fantasy, characters from stories etc. It is very important that the future teachers learn these procedures at Faculty and to be able to use them in future practice. In that sense, the papers of de Bon (2008) are very important. In those papers he suggest a special maintenance and encouragement of creativity. His basic principles are that in case of some problem we need to search for a large number of alternative solutions, which will be stated, and if there are only two possibilities we should choose a third or to have an idea that tomorrow we might get a better solution, but it will never be the best. In order to practice this process, he has introduced its “L-game” that enables us a lot of combinations as in the chess.



Picture 3. De Bon’s square

Another principle of de Bon is that the change of the paradigm is important for creativity. It is being compared to the humour that always has a story according to one template, but at the end it gets to sharp changes of the template which causes a smile,

good spirit and with that the humour becomes an important part of the process for encouraging creativity. In order to clearly show how important is the change of the paradigm, he has constructed a square from two parts (Picture 3) that needs to be made so that it is possible to connect and disconnect it, and that is possible only if we think about it in an unusual way. However, the most applied procedure in teaching is “Six hats” through which de Bon has symbolically shown the lateral or the parallel thinking. The procedure suggests that in solving some problems we approach them as a process, emotionally, critically and optimistically, and we seek new information and new ideas. It isn't good to always use all the procedures. It depends on the problem that is being solved. It is possible that the professor should enlist some topics by using these different procedures. Each group can have another hat (it can be a card with picture of the hat and a description of the approach beside it), and each group can have all of the approaches in the realization of a certain topic. A problem in teaching are the written exams that are mostly based on each correct answer that is opposite of the philosophy that teaching encourages creativity. Herein we have tried to construct exams that are open to different solutions and that seek for a creative solution from the students. One of the tasks of the students was to describe the role of didactics and to change the practice by applying the “Six hats” or to define didactics by writing a song for it.

CONCLUSION

Creativity in teaching has a multi-layered meaning. It is one of the basic characteristics of the human, and because of that the humanitarian school that strives toward the development of the human's potential is obliged to encourage creativity. The creativity is derived from a qualitative teaching and it can't be compared to the regular teaching which is very boring and it is based on fear and other types of pressure. The creativity is especially important at the Faculty where it is unfortunately least present, because the work is with mature people that are invited to create, and that should be one of the most important functions of the Faculty. When we talk about the Faculty that trains the future teachers, then the lecturers and the professors should point to the importance of creativity in the educational process not only theoretically, but also practically.

LITERATURE

1. Barakoska, A. (2003). Pedagogija na slobodno vreme Skopje.
2. Koskarova-Popova, R. (2004). Vovedvo pedagogijata Skopje
3. Petrova, M. (2003) Kreativnosta na slobodnite aktivnosti vo nastavata Skopje
4. De Bono, E. (2008.) De Bonovtečajrazmišljanja, VEBLE Commerce, Zagreb
5. Kragulj, S., Somolanji, I. (2009) . Kreativnost u nastavi budućih učitelja i odgojitelja, u Poticanje stvaralaštva u odgoju i obrazovanju/Encouraging creativity in education, Knjiga radova – Priručnik za sadašnje i buduće učiteljice i učitelje/Collection of papers - a Handbook for Current and Future Teachers, PROFIL, Zagreb
6. Kakavulis, A (1988). Kontinuitet u vaspitanju u ranom detinstvu
7. Jound, M. (1997). Early child development. Investing in our childrens future. New York, Elsewier.