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# Creativity and Innovation - Premises for Performance in Higher Education Studies in Physical Education and Sport

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## Abstract

This article focuses on creativity and innovation as premises for performance in higher education studies in physical education and sport. At the present stage, the creative approach is the most efficient means in solving the problems of complex, social, economic, educational etc. The development of the creative potential of the future specialists in the field of physical education and sport as a necessity in order to make their professional preparation in accordance with current requirements and for life.

*Keywords: creativity, creative learning, creative thinking, innovation, higher education, performance*

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## Introduction.

Under the present circumstances, where the changes are fast and unpredictable, the fierce battles competitions and accelerated which influence life, we turn onto our environment, we require further determinations, which cause us to a new way of thinking about the systems and the economic and social structures, between the national identity and globalization, it is necessary to make efforts of adaptation of the company to the requirements of the world of tomorrow. We live in a world based on competition and efficiency, whose braking force lies in knowledge.

In recent decades, science and technology have seen an unprecedented development reaching its peak at the beginning of this century. It is known that humans have a tendency to dominate the universe, which is due to the curiosity and thirst for knowledge, ingenuity and creativity of the human being. The progress of human society is based on the understanding of science and art, mostly, on the science of personality development. The structure of creativity expressed the interdependence existing between the product creator - the process creator – creative personality. Starting from this, the focus is on intelligence, thinking, imagination, skills and general skills, encouraging creativity as a product and as a process. In this respect, it highlights the idea of creativity the students of the faculties of physical education, topic less investigated in the Republic of Moldova. The training of creativity in the field of physical culture, as a dimension of personality, is paramount to student through fundamental purchases, with the overall objective to stimulate the creative potential of intuition and imagination. By creativity we understand the activity of transposition of new and original ideas in the product creator. The process of implementing the ideas in the product creator involves several components: knowledge, abilities, skills, attitudes, talent, techniques and procedures specific to each kind of creation [1, 3].

Efficiency in the field of physical education and sport is determined by a number of attributes, such as imagination, spirit of observation, teamwork, ability of selection and a host of innovative attitudes which are created over time through various creative activities.

At present, one of the objectives of the educational process consists of the formation of creative personalities with imagination and spatial thinking, with a spirit of observation, accuracy, and precision work, initiative and independence in thought, aesthetic taste, thus aiming to capacity building at the level of maximum potential. The fate of mankind depends largely on the school, of education of youth with dissenting and pragmatic thinking.

The solution of the global complex problems, social, economic, educational, etc., is possible, cousins, mainly by a creative approach. The majority of social structures, including higher education, have gradually evolved, but many of them no longer correspond to the modern world. People need to be more flexible and more ingenious, if they want to adapt to “the rapid transformation of multidimensional in its various social aspects, political, sporting, economic, demographic and cultural” [5].

Creativity is the engine of innovation and a key factor of the personal, occupational, entrepreneurial and social well-being development of all individuals in society. The European Parliament and the Council of the European Union adopted in December 2008, decided that the year 2009 should be designated the year of creativity and innovation, starting from the premise that “Europe must strengthen the ability of creativity and innovation for social and economic reasons to respond effectively to the development of the society based on knowledge: innovative capacity is closely linked with creativity as a personal attribute, and to be fully exploited, it is widely disseminated among the population”.

As a requirement of a creative teaching is systematic and intensive problem-solving, creating a superior motivations that would propel the student’s intellectual activity, to animate curiosity, this according to seek intellectual tension-packed situations.

The student, being stimulated and guided in such a way that its intellectual effort in the process of learning to overcome a certain set formats, possibility to resolve other more interesting, more attractive, more elegant and more efficient, you get the usual style, specific approaches in learning style creator [2, 6].

Considering that creative skills can be affected, trained, cultured, it seems appropriate to mention the prerequisites that may be regarded as specific learning requirements.

So the teacher must:

- instill students through the presentation of information, through his style of thought, through the specifics of the requests formulated for students, an attitude and a way of creative thinking, free, independent;
- stimulate and to steer the students thinking to new toward, to the unexplored toward;
- provide a permissive atmosphere to provide optimum climate in students that their free, spontaneous, without fear, to err, to receive sanctions, to appreciate the critical immediate option; to create an atmosphere of confident and independent exploration undisturbed;
- direct the creative potential of students to those areas where they have the greatest chances of showing the actual effective realization [4].

In terms of creation science, it recommends the development of students’ creativity through explicit introductory heuristics. It is considered that a good compatibility of professional person with the specifics of its creative profession involves being determined heuristics knowledge of the characteristics of personality, experience in generating ideas and practice [3].

The purpose of creative science study consists of a greater awareness of the need to use the knowledge acquired through the study of General and specialized materials for the production of new knowledge, for formulating and solving new problems, also in familiarizing future specialists in the field of physical culture with creative problem-solving and communication technology and dissemination of their own solutions.

**The aim of the research** is the study of creativity as a prerequisite for their performance in higher education studies in physical education and sport.

**Research methods:** the analysis of the literature, statistical and investigation methods, maths, graphical methods.

To identify the opinion relating to knowledge management creativity, a questionnaire has been elaborated which was distributed to undergraduate students of faculties of physical education and sport in the SUPES and the following indices percentage were obtained:

To the question “Is creativity important in the process of training for undergraduates in the field of physical education and sport?”, 92% responded in the affirmative, 6% - in the negative, and to 2% found it difficult to answer this question. Based on these answers, we find that creativity plays an important role in the preparation of specialists in the field of physical education and sport, because in order to obtain outstanding results, we need to think creatively and to act in all circumstances (Figure 1).

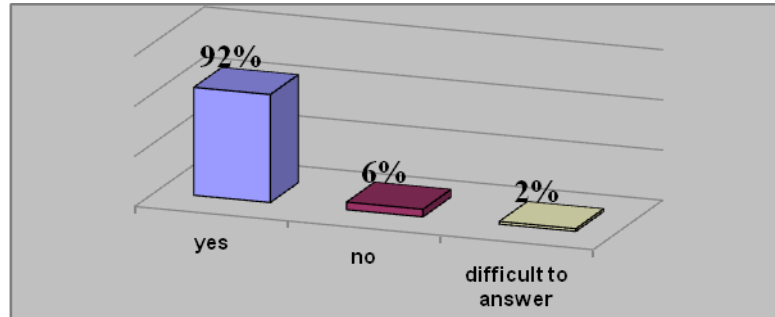


Fig. 1. Percentage distribution of responses concerning the importance of creativity in the process of training of students in the field of physical education and sport

Being asked if he considers that it is necessary to pay a larger share of creativity in the process of training of specialists in the field of physical education and sport, the vast majority (62%) of respondents responded “yes, totally”, 36% - “yes, partly”, while 2% consider that it is not necessary (Figure 2).

This proves once again that in the preparation of specialists in the field of physical education and sports it is not enough developed creative potential of students and master students, which leads to lower performance in their work.

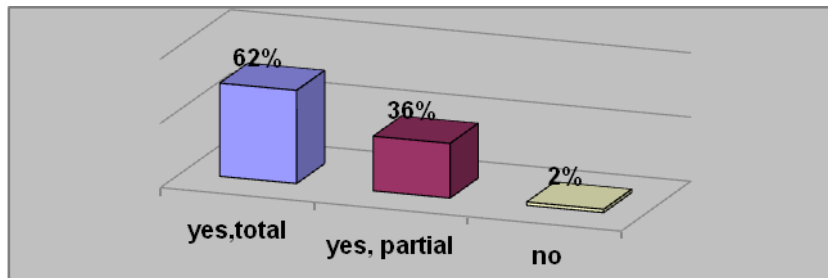


Fig. 2. Percentage distribution of responses regarding the necessity to greater creativity in the process of training

Regarding the question: “In your opinion, the specialist in physical education and sport should develop creative potential” - 95% responded in the affirmative, and for 5% of respondents it was difficult to answer (Figure 3). These results make us to emphasize the role of creativity for specialists in physical education and sport, by imposing on us to attract greater attention on the development of creative potential. This can be done through a specific methodology within the educational process to the students' contingent within the institutions.

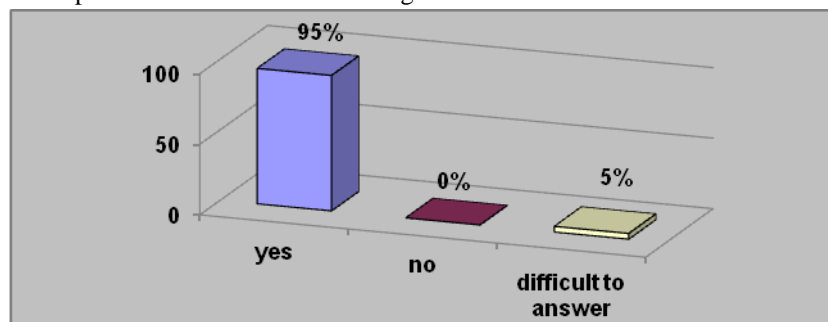


Fig.3. Percentage distribution of responses concerning the need to develop the creative potential of the specialist in physical education and sport

Respondents were asked whether a new academic curriculum is necessary, which would develop the creativity of future specialists in the field of physical education and sports, where 54% responded “yes, totally”; 27% - “yes,

partially”, 19 percent responded that there is a need for a new curriculum (Figure 4). We note that it is necessary to develop a graduate curricula a course in preparation of specialists in the field of physical education and sport, in terms of creative, what would make their vocational activity.

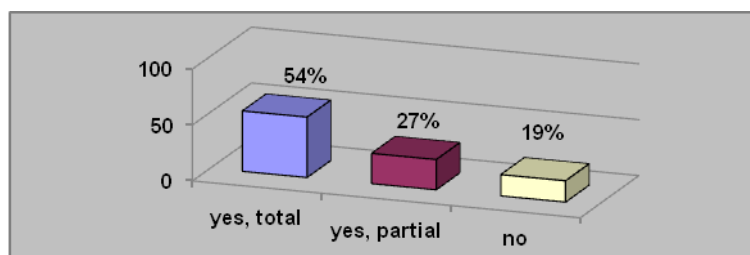


Fig. 4. Percentage distribution of responses concerning the need for a new academic curriculum which would develop the creativity of future specialists in the field of physical education and sport

At the same time, 89% of respondents considered that the development potential of creative specialists in the field of education and sport fosters the innovation process and contribute to performance in higher education, and 11% considered it difficult to answer this question (Figure 5). Indeed, creativity is an innovative process and development cheea this potential future specialists in the field will make their professional activity in accordance with the new requirements and facilitates integration into the labor market.

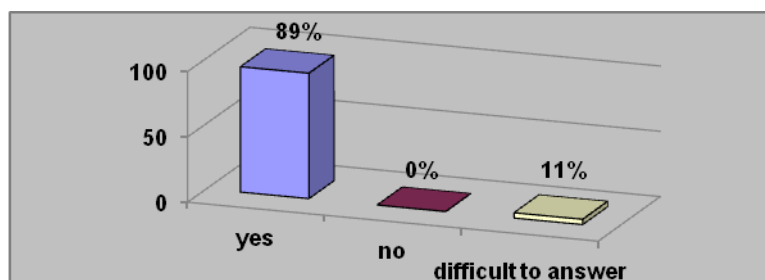


Fig.5. Percentage distribution of responses related to performance in tertiary education in the field through the development of creative potential to specialists in the field of physical education and sport

As a result of the study of the literature and conducted investigations we concluded that creativity and innovation have an important role in physical education and sports, being the premise for performance in higher education.

The modern institution of higher education must support all forms of creativity including the management, within the framework of educational programs; to create opportunities that allow students to acquire general and specific skills, needed throughout life; to promote cultural diversity as a source of creativity and innovation; to encourage the use of ICT as a means of creative expression of their own personalities; devise strategies for development based on creativity and innovation, by bringing them to the attention of society.

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