CREATIVE: REVIEW OF THEORIES AND MODELS

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Abstract

The human brain has not been used in the best capabilities so far. Very advanced societies have recognized this fact and began to explore the capabilities of the human brain used creative thinking of individuals in many of the approaches that have increased the competence of the human brain. But what is creative theories and what is the new theory in this filed? In this paper we address this question by reviewing A wide variety of theories and models of reading acquisitions. Major topics and controversies creative theories their evolution and tracks over the past years from (1853), to Abdeen's concurrent thinking (2014). This paper shows an introduction to the notion of theoretical framework based on concurrent thinking theory for understanding past research and for guiding future research; this is important because in this context variables seem to operate differently. This is new creative theory, its adds to the patterns of thinking a new pattern known as the concurrent thinking which means thinking of multiple things at the same time, i.e., doing more than one mental process simultaneously and thus processing more than one task at a time. This all is done with high proficiency. The review concludes with the Theoretical trends for coaching creativity.

Keywords: Creative theories, Concurrent thinking theory, Al-Madinah Program

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Introduction

Some researchers defined creativity as the positive attitude of an individual in accepting new unfamiliar things and enjoying the situation with an open mind to a new experience including the tolerance of obscurity. Creative thinking is an important type of thinking defined as the readiness and capacity to produce something new. It is also described as a process in which an outcome, a novel solution to a problem, or a new valuable output to the community is achieved (Roshka, 1989). Creativity is a guided and objective-oriented thinking style wherein an individual seeks new relationships to his problems (Al Taher, 2014). Al-Hasna (2014), and Bougie (2013), stated that creative thinking is far reaching and includes the capacity to present multiple responses in the presence of a stimulus. Zirak&Ahmadian (2015), stressed that creative thinking is a process in which an individual reaches new unprecedented results.

Creative thinking abilities:

Creative thinking includes different types of ability such as linguistic fluency, flexibility, originality, and elaboration . These types are discussed as follows:

Linguistic fluency

Linguistic fluency is the capacity to generate a large number of alternatives, thoughts, problems, or uses when reacting to a stimulus and the easiness and speed with which it occurs (Kanani, 2005). Linguistic fluency is composed of four categories: verbal fluency, associational fluency; ideational fluency; and expressive fluency .

Flexibility

Flexibility is the capacity to generate a number of ideas that are extraordinary or expected, or guiding or shifting the track of thinking as stimulus and situations change. Flexibility includes spontaneous flexibility, adaptive flexibility, redefining flexibility, or abdicating a concept or an old relationship to remedy a new problem(Elsaht, 2014).
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Originality

Originality means novelty or uniqueness. This type is the common factor that focuses on creative outputs as a criterion to judge the level of creativity. Originality is based on a previous personal

experience to judge the quality of the output. Originality is not an absolute attribute but is within individual experience(Kanani, 2005).

Elaboration

Elaboration the ability to add new and various elaboration to an idea or solution to a problem or an illustration for development, enrichment, and implementation (Elsaht, 2014).

Models of creatives' theories

There are many theories that discuss creative aspects. The following section will present and summarize the current creative theories. (Table1).

Table1:creativity theories, and the current coachig trends for creativity.

No	Creativity Theories	Theoretical Trends for Coaching Creativity
1	Genius theory	Cognitive process trend
2	Psychoanalysis theory	Systematic thinking program
3	Psychoanalogy theory	Learning through exploration
4	Osborne theory	Meta-cognitive process
5	Behavioral theory	
6	Cognitive theory	
7	Sternberg's successful intelligence theory	

8	Abdeen's concurrent thinking theory

Creativity theories:

David and Lai Kwan (1999), argued that current theories of creativity do not capture some creative traits, which can help in changing the views of available theories on creativity. They also argued that a new perception may help develop the creativity process. A number of theories have tried to explain the creativity process. These theories are described in the sections that follow.

Self-actualization theory

Jarwan(2002), indicated that Rogers (1961), came with a precise research on psychotherapy and his theory in creativity asserting the personality of the individual. He outlined some factors that precede creativity, such as experience, the individual's ability to evaluate himself, and the ability to understand elements and concepts. Rogers (1961), asserted the existence of an observable creative output, which should be extremely original. Creativity cannot be observed except through a product or an output. It cannot also be encoded in words or letters, and the structure should be original. Creativity is not limited to a particular content. Therefore, no difference exists between creativity in a photo, composing a symphony, or creating new tools (Jarwan, 2002).

Genius theory

This theory is one of the oldest trends as regards creativity. Genius theory is deeply rooted in the western mind. In essence, it explains creative acts on the supposition that man is only a creature conveyor of heavenly ideas and the Divine will and he does not have a direct role in creativity, which comes to scholars or scientists in a flash of sudden inspiration. Accordingly, the genius has the ability to go beyond the current borders of knowledge and produce a novel product in one giant step like a jump into the unknown (Jarwan, 2002).

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Psychoanalysis theory

Freud (1856–1939), is considered the godfather of psychoanalysis theory. In this theory, the creative process is explained in light of the conception about the individual's personality as a source of different activities, for the incentives, and hostile instinct. This theory is far from reality and cannot meet its desires, thus leading to a psychological conflict. This theory is the new approach for explaining the individual's activity. For Freud, creativity is not different from a psychological disorder. He believed that creativity comes after a psychological conflict at the beginning of an individual's life (a defensive mechanism) to release the constrained power that the community does not accept (Hijazi, 2001).

Psychoanalogy theory

This theory was established by (1956), who argued that actual factors (e.g., readiness) are crucial to creativity and that personal factors (e.g., motivation) have a role to play in creativity, which does not stop at higher thinking. For Guilford (1956), creativity is connected with a 3D mental structure that focuses on mental readiness, intelligence, and motivation (Nassef,2003).

Osborne theory

This theory explains that the best method of reaching a solution is to generate the largest possible number of alternatives to be evaluated individually in the next stage. The problem lies in the obscure confusion that the individual will face. Jarwan(2002), indicated that Osborne (1853), suggested a systematic approach of certain steps, which include finding the problem, facts, ideas, and solution and accepting the solution, brainstorming, delaying, and judging.

Behavioral theory

The credit for this theory goes to Skinner (1972), who is an American scholar. The proponents of this theory hold that creativity is an outcome of the relationship between the stimulus and creative response connected to reinforcement. However, this theory has been criticized for neglecting the personality of the individual as an important factor in the creativity process (Nassef,2003).

Cognitive theory

This theory focuses on the mental processes included in creative thinking (i.e., perception, organizing, and classifying) to come up with a new product or experience. Creative thinking goes through a series of processes to tackle a topic and connect it with experiences stored in the learner's memory. This theory also focuses on the functions of the mind, style, and level of thinking, and as such, teaching and developing creativity are possible (Ojose, 2008). The preceding theories indicate that for some, creativity is conditioned to appear as a result of stimulus response. Some see it as a result of inferiority and the desire to make up for deficiency. Thus, psychoanalysis is studied with reservation because creativity comes with deep thinking and not through an internal conflict pointed to by Freud in his theory.

Sternberg's successful intelligence

His theory of successful intelligence conditioned the existence of three high-grade abilities to consider the behavior as talented. These three abilities are the analytic abilities, creative abilities, and practical abilities (Sternberg, 2010), emphasized the stability among these three abilities because wisdom appears in a child who uses these abilities distinctively (Sternberg, 2003, 2010).

Abdeen's concurrent thinking theory

The concurrent thinking theory adds a new pattern to the patterns of thinking known as the concurrent thinking which means thinking of many and various things at the same time, i.e., doing more than one mental process simultaneously and at such processing more than one task at a time with high proficiency (Abdeen, 2015).

The strength of this theory Stems from its attempt to keep pace with the enormous speed of the knowledge revolution, which is one of the attributes of this era through investing the capacities and energies of the human brain for the advancement of the individual in order to be able to keep up with the developments, demands and challenges of the current era. Therefore, the best means of investing these capabilities and energies are located within the synchronized thinking style, which meets the needs of the talented and the creative, this theory improve creative thinking abilities as fluency and flexibility abilities. (Abdeen, 2014).

Theoretical trends for coaching creativity:

Creativity training programs and skills vary because of different trends in theory and practice. The following trends have laid the foundation for different training programs:

Cognitive process trend

This trend focuses on the basic processes of gaining knowledge and cognitive skills in processing information, comparison, and deduction. These programs and courses aim at supporting and developing the cognitive processes by developing thinking ability. An example of this trend is the program of mental structure for Guilford developed by Maker (1982), and the Enrichment Educational Program of (Feuerestein, 1980).

Systematic thinking program

These programs depend on the cognitive development trend by Piaget (1972), who classified human development in growth into stages. Each of these stages begins at a certain age and ends at another at which a human moves to a more developed stage of growth. These programs aim to provide students with training and experience to move from the concrete operational stage to the abstract stage of internal logical thinking. This stage is based on exploration, thinking skills, induction, and getting to know the relationships in a classic content of teaching materials. The programs representing this trend have appeared in Nebraska University and Illinois Community College.

Learning through exploration

These programs aim to provide students with a number of strategies to solve problems in the cognitive domain and can be applied after increasing the students' awareness to suitable conditions at each domain. These strategies include planning, problem restructuring, problem analysis with symbols and pictures, and providing proof for the correct solution. The programs representing this trend are CORT for De Bono (Jerwan 1999), which are the most prominent theoretical trends for thinking programs across the world. The teaching of thinking skills and programs vary according to theory and practice. AL-Madinah Program representing this trend.

Meta-cognitive process

This trend controls and runs cognitive processes. The most important of these processes are planning, control, and evaluation, which aim to encourage students to think about their thinking, learn from others, and increase awareness of the individual's own thinking. The most famous programs that represent this trend are "meta-cognitive skills" and the "Philosophy for Children" by Lipman (1991).

Conclusion

This paper review the creative theoties and Theoretical trends for coaching creativity.The last creative theories(concurrent thinking theory) appeared in 2014, The theory of concurrent thinking is a new theory that adds to the patterns of creativity thinking a new pattern. Concurrent thinking is defined as the process of thinking about multiple topics at the same time , thereby processing more than one task at a time.

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