

*Original Article*

The Impact of the Application of Teaching Art on the Increase of Creativity in Elementary Students

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ABSTRACT

The current research is about the analysis of the application of art of the increase of creativity among female elementary school students in Islamshahr. In this research, for the selection of the sample group and also increasing the accuracy by using the simple random sampling based on the formula of determining sample volume by Bula, 80 female elementary students were selected. The tool for the evaluation of this research was the Torrens's creativity pictorial test, form A. The validity and the reliability of this test were achieved by the Delphi technique that is polling the opinions of the experts in three phases with in, at least, fifteen days. The students were randomly divided into two control and experimental groups. The experimental group benefitted the new method of teaching art. The attained results of the Co-variance analysis indicate that there is a significant and direct correlation between the scaffolding of teaching art and the increase in the students' creativity. The results indicated that the mean of the scores of four factors among in the testing group in the post-test was significantly higher than their grades in the pre-test and it indicated the impact of the method of teaching art on the fluidity, flexibility, innovation and the expansion of the students in the experimental group that were evaluated by the test. It seems that teaching art can have a desirable impact on the creativity of the students. To sum it up, we can say that the scaffolding of teaching art respectively leads to the increase in the four dimensions of Torrens's creativity of pictorial testing of type A and the expansion, innovation, fluidity of the mind and flexibility.

Key words: creativity, teaching art, fluidity of the mind, expansion, innovation, flexibility.

INTRODUCTION

The concept of formal education in every society from the past to the present has been related to social systems. In fact education has been a necessary tool for the progress and the development of the society and among different academic cycles, elementary education has had the highest impact on people [1] because elementary school is the first place where a child faces a formal organization after his/her family. In this direction, committed teachers are needed who depend on the ability, Understanding, analysis, reasoning and thin king of the students and try to blossom the hidden talents and encourage independent and creative thinking. I order to bring into existence creative thinking, the role of art Teacher, in this matter, seems to be more important. Although, an effective art teacher, taking into account the respect he/she has for his/her students' feelings, can strengthen the student's feelings for the appreciation of beauty, the spirit of curiosity, freedom, being open to criticism, innovation and thinking. In the customary methods of teaching art, usually, inappropriate methods are used to teach art. One of these methods is the production and mechanistic in which teacher prescribes the desired activity of some sort such as (how to make flowers by paper) for all the students indiscriminately while the activity has no artistic value and its only value so to speak is to keep the students busy [2].

In these methods, the students usually, use a patter or model to design or draw pictures and they have no chance to think, innovate and express their feelings. Unfortunately, in the common methods, there is no trace of noticing individual differences, feelings and artistic activities methods and often, the art hours are sacrificed in favor of mathematics or other courses. Needless to say that art classes can be an opportunity for strengthening the inner motives, a place for contemplation, experimentation and the growth of the widespread artistic talents. It

will be regrettable if there is no mention of art which is in a dire need of attention and change in the education's policies of improvement. One of the essential pivots of improvement in the field of arts should not be left unnoticed [3].

Great teachers consider meditation to be the basis for education and the nourishment of meditation, they as the main goal of educational institutes. Some scientists have, also, considered education as the right way of growth in judgment. Meditation is a process in which the individual tries to pinpoint the problem he / she is facing and makes a determination to solve it [4]. Today, there are two kinds of meditation known as critical thinking and creative thinking being discussed by psychologists and teachers. The authorities of education are trying to plan curriculum and educational methods whose goal is to nourish these two types of thinking.

Critical thinking includes inclinations and talents such as precise analysis of issues, paying attention to different viewpoints and reaching the right conclusions [5]. Critical thinking in Sayf's opinion is accurate thinking in which the individual looks at the issues accurately, analyzes them and selects the best beliefs, actions and decisions based on the reasons, evidence and solutions [6]. Creating thinking is a kind of thinking based on which the individual can create a new product from something ordinary. One who has creative thinking is not necessarily an exceptional or small individual per se, but someone who works hard, concentrates a lot and insists on reaching new conclusions in a problem. One of the most complicated and the best reflections of man are thought thinking [7]. In 1869, Galton decided to discover creativity in the lives of genius men to find out the reasons for their creative power. Also, as a result of considerable efforts (Binet, Alfred) and his researches about intelligence, the existence of creative imagination that had not been responsive using the traditional methods, became uncovered [8]. Kaiser introduced creativity as putting to work the intellectual abilities to create a new thought or concept and Taylor considers creativity as shaping experiences in the new organizations. Madnik considers creativity as giving form and shape to the association of elements as new combinations being in conformity with special obligations or he considers it to be kind of useful and believes that the more the new elements of the new combination are dissimilar, the more creative is the process of solution [9]. Robert Gagne considers creativity as a kind of solving problems. Gagne, in his classification of all types of learning production has considered the highest level of learning as the solution to the problem and has not allocated another classification to creativity, but he believes that creativity is a special kind of solving problems [6].

Gilford did a lot of research in the field of creativity and finally reached the conclusion that man's intellectual abilities cannot be defined in one dimension and be called intelligent or something similar to it. By using advanced statistical methods and computerized programs he found out that human's intellectual abilities can be divided into 150 separate factors that are each measurable.

In his opinion, some of the characteristics include articulation, simplicity, flexibility in the thinking trend and the originality in thinking and decision making. These three characteristics, in Gilford's view, form the divergent or uncommon thought. Individuals who have a divergent thought in thinking and an action are different from others and get away from tradition and convention and use the new and creative methods [10]. Torrance has given 3 definitions in his most recent opinion in the educational psychology review about creativity, 1) Definition Based on Research: Creativity means the process of feeling problems, issues, scrutiny in the data, lost elements, guessing things that are incompatible and making theories about these deficiencies and the evaluation and testing these guesses and theories, reviewing and re-testing them and finally transferring the results. 2) The Artistic Definition of Creativity: Creativity means digging deeper, reviewing, similar to listening to the smell, crossing off the mistakes and building castles made of sand. 3) In fact creativity and innovation is the individual's ability to get along with difficult circumstances at the time of facing them. When a person does not have a pre-learned solution, he needs a certain degree of creativity [6]. Torrance [11] found out that every year there was a gradual increase in the innovation when it came to the pictorial tests up to the sixth grade, but in some groups in the third and fourth grades there was a decrease in innovation.

During the mid - 1960's, his researches showed that changes in curriculum and teaching methods could reduce this sudden drop in the fourth grade innovation or even eliminate it. In another research, titled, "The recognition of the role of sex in the creative thought, Torrance did not notice any significant difference among the test grades of the groups. Whallace [12] showed that in the creative classes, thought has more value than memory and he has considered the creativity factor to be the interaction between the psychological security and the learners' freedom for taking risks. Eric's findings [13] has referred to the components of nurturing creativity in learners as the contents of curriculum, family, teaching methods, learning environment and learners. Milgram [14] in a study, considered the cause of inappropriate function of academic centers as being similar. They showed that the most important factor in nurturing creativity in the learners is the academic programs in the academic centers. The findings of Liu, Li-Ming [15] during the research known as the connection between creativity in musical abilities conducted at the University of South Dakota with a pool of 134 people showed that the high level of creativity ability has a direct correlation with the musical ability. Also, the creativity ability is correlated to the amount of art education that is given to the students by the environment. Also, city children are much more explicit than the ones in the suburbs and villages when it comes to expressing their views and opinions. On the other hand, children of villages have higher creativity ability and also psychologically they are more flexible and pay more attention to details.

Hun Kison [16] in a research conducted in 2004 titled the variety in creativity reached the conclusion there is a positive correlation between children's creativity and art. In this research, this question had also been

brought up as to whether teaching art (taking into account all varieties of its activities) has an impact on the education and the growth of creativity?

The happy conclusion is an interesting quotation from Herbert Read [3] an English philosopher. He believes that there are perfect similarities between mental pro that form artistic activities and the mental activities that form education. He clarifies that beyond the goals of art education and the appreciation of beauty, it is basically impossible to imagine any other objectives for education.

Mirkamali and Khorshidi [17] showed in a study that paying attention to teaching art especially during the elementary level has a significant impact on the increases of creativity of the students. Thus, the students whose teachers' pay attention to art in the elementary period are more creative and enjoy more mental fluidity, innovation, flexibility and expansion when they grow up.

Renzooli [18] showed in a study that teaching is the most important component for teaching creativity in the students during the elementary years. He showed that the more the teachers' pay attention to teaching art in the art curriculum, the more the learner will have creativity.

In a study, Gardener [19] showed that mentors, teachers and counselors play important roles in the creation of motivation among creative individuals. He showed that the most important factor having an impact on the elevation of creativity is paying attention to art because art is the open window to aesthetics and tremendously effective on the creativity.

Erick [13] showed in a study that individuals, especially creative students, as far as personality is concerned have certain characteristics including the fact that most of them are interested in independence, have more self-acceptance and enjoy more intuitive thinking. They also have interest in experimentation, examination, high self-confidence, mental fluidity, the ability for the expansion of the subject matters and innovation because of the focus on teaching art during the elementary years.

Taking into account, what has been said about art, the main objective of this current study is the examination of the following hypothesis:

1. Teaching art has an impact on the creativity of the female students at the elementary level.
2. Teaching art has an impact on the mental fluidity of the female students at the elementary level.
3. Teaching art has an impact on the Flexibility of the female students at the elementary level.
4. Teaching art has an impact on the innovation of female students at the elementary level.
5. Teaching art has an impact on the Expansion of female students at the elementary level.

MATERIALS AND METHODS

The method of the current research as far as the growth, the data, quantity and the experimental study is concerned is real because the researcher by the formation of two experimental and control groups and the manipulation of the independent variable (teaching art) studied the its impact on the dependent variable (creativity). The statistical pool of the current research was all the female students at the elementary level in the city of Islamshahr in 2010-2011 academic years. For the selection of the introduced sample group and also increasing the accuracy of the measurement, the simple random sampling method based on the formula of the selecting Bula's sample volume and also studying 80 female students was used.

The tool for the evaluation of this research was Torrens's pictorial test of type A. This test includes 3 activities: A) Completion of pictures: In this activity, there is a piece of colorful paper in a curved shape. The examinee (student through this yellow paper and using mental innovation creates a new figure and adds whatever crosses his/her mind to complete that picture for which the student is required to finish in 10 minutes. The examinee's score was to be between 0 and 5. Zero stands for the lowest and five is for the examinee's maximum score which is attained after the picture has been drawn. B) The second activity is the construction of pictures: In this activity, we have noticed 10 different pictures with each one of them having some defects and the examinee as to complete them by getting rid of the defects. To complete each one of these pictures, the examinee by using a pencil or color pencil draws images that cross her mind. He/she will, then, write the title of each picture under it. The student was required to complete the project for as much of it as she could in ten minutes. The score allocated for this phase of the activity was to be between zero and thirty; zero indicative of the lowest and thirty the highest score. C) The third activity was for repetitive pictures: In this activity, there were a few parallel lines and within (ten minutes) the student was to add lines and turn the parallel lines into the image that was forming in her mind. She was to draw the pictures as such that the main core of the figures included the same parallel lines. The students was to complete as much of the project as possible within 10 minutes. The score for this phase of the activity was to be between zero and forty five; zero indicative of the lowest and forty five the highest score.

For the analysis of the data by using laser, statistical tests known as the Co-variance analysis and Conventional method in descriptive statist is for the determination of the statistical characteristics were used. The validity and the determination of the statistical characteristics were used. The validity and the reliability of the measurement tools were calculated by Delphi method that, relatively, enjoys a high degree of validity and reliability. Before describing the data, the demographic information of the sample group is shown in table 1.

Table 1. Demographic information of the sample group (n=80)

Group	Second grade	Third grade	Fourth grade	Total
Experimental Group	12	16	12	40
Control Group	12	16	12	40
Total	24	32	24	80

RESULTS

A) Description of Data:

Statistical characteristics of the sample group gathered in a table respectively.

Table 2. Statistical characteristics of scores in the sample group n=80

			Minimum	Maximum	Standard deviation	Mean	Skew	Tension
Creativity	Pre-test	Control	44	156	22.092	110.68	-0.146	-0.577
		Experimental	43	158	27.116	99.33	0.157-	0.589-
	Post-test	Control	47	232	32.486	116.38	-0.102	-0.312
		Experimental	48	259	29.657	175.15	0.15	-0.202
Mental fluidity	Pre-test	Control	10	25	3.97	18.40	-0.582	0.313
		Experimental	7	28	4.74	15.65	-0.490	0.283
	Post-test	Control	8	28	5.91	20.83	-0.374	0.357
		Experimental	21	28	3.59	25.30	-0.290	0.437
Flexibility	Pre-test	Control	9	22	2.86	14.85	-0.582	0.532
		Experimental	9	16	2.88	12.20	0.598-	0.502
	Post-test	Control	8	22	4.19	15.80	-0.415	0.516
		Experimental	9	22	3.36	18.65	-0.374	0.598
Innovation	Pre-test	Control	9	38	7.22	27.08	0.257	0.497
		Experimental	9	38	7.79	22.0	0.271	0.569
	Post-test	Control	15	48	10.03	33.03	0.302	0.585
		Experimental	27	52	7.63	41.27	0.358	0.594
Expansion	Pre-test	Control	32	71	11.63	48.85	0.012	0.221
		Experimental	21	77	15.07	48.05	0.014	0.197
	Post-test	Control	21	68	14.74	46.38	0.20	0.183
		Experimental	47	140	25.20	87.05	0.451	0.257

From the data in the above table we can conclude that: 1) The comparison of the top means shows that the highest mean is for the expansion and the lowest mean is for flexibility. 2) The comparison of the standard divisions shows that the distribution in the expansion is higher than other cases. 3) The lowest score was related to the mental fluidity and the highest one was related to the expansion.

In this research, for the determination of the correlation between the method of teaching art and creativity, the analytical co-variance test was used. Table 3 shows the results of the analytical co-variance for the post-test scores in two control and experimental groups.

Table 3. Summary of the analytical co-variance of post-test grades in two controlled and testing groups and also the pre-test grade

Source	Liberty Rate	Square Root Total	Square Root mean	F	Effectiveness Rate
Pre-test	1	27659.99	27659.99	44.56	0.376
Group	1	86243.89	86243.89	138.93	0.643
Error	77	47800.49	620.786		

Considering table3, the F test for the independent variable equals 138.927 which is significant at 0.001 level and the correlation between the independent variable and the dependent one (the post-test scores) is between 0.801 and the rate of the clarified variance is 0.64. Based on the estimation of the attained effectiveness severity, the rate of effectiveness severity equals 0.64. Therefore, we can conclude that the impact of the presented conditions on the test group was significant. In other words, the method of the new teaching of art has desirable impact on the students' creativity. Thus, the judgment indicates that the new method of teaching art has had desirable impact on the creativity of the students. This finding has also been confirmed in the analysis of the next chart. Also for the rejection or confirmation of the Zero-statistical hypothesis about the impact of teaching art on the components of mental fluidity, flexibility, innovation and the growth of the female students in the

elementary school, the Co-Variance test was utilized. The analysis of Co-Variance is a form of the Co-Variance analysis which studies the significant differences between the means of the experimental group considering the correlation of the initial degrees and the related variable degrees. The results were presented in table 4.

Table 4. Results of the Co-Variance analysis of Post-test scores for mental fluidity component in the two control and experimental groups with pre-test

	Source	Degree of freedom	Square Roots Total	Square Roots mean	F	Rate of effectiveness
Mental fluidity	Pre-test	1	491.17	491.17	27.51	0.263
	Group	1	600.74	600.47	33.64	0.304
	Error	77	1375.003	17.86		

P** 0.001

Considering table 4 in the dependent component or the variable of mental fluidity, the F test in the pre-test variable is equal to 27.51 which is significant at 0.001 level and the correlation between the Pre-test variable with the dependent variable (the post-test for mental fluidity) equal to 0.51 and its clarified variance 0.263 meaning about 26% dependent variable (The post-test grade for mental fluidity) equal to 0.55 and the clarified variance of 0.304 meaning about 30% dependent variable (the post-test for mental fluidity) will be clarified by the impact of the group.

Table5. Results of the Co-Variance analysis of Post-test grades for Flexibility component in the two control and experimental groups with pre-test

	Source	Degree of freedom	Square Roots Total	Square Roots mean	F	Rate of effectiveness
Flexibility	Pre-test	1	257.93	257.93	22.84	0.229
	Group	1	257.60	257.60	22.81	0.229
	Error	77	869.57	11.29		

P** 0.001

Considering chart (5) in the dependent component or the variable of Flexibility, the F test in the pre-test variable is equal to 22.84 which is significant at 0.001 level and the correlation between the Pre-test variable with the dependent variable (the post-test for Flexibility) equal to 0.48 and its clarified variance 0.229 meaning about 23% dependent variable (The post-test grade for Flexibility) equal to 0.48 and the clarified variance of 0.229 meaning about 23% dependent variable (the post-test for Flexibility) will be clarified by the impact of the group.

Table 6. Results of the Co-Variance analysis of Post-test scores for Innovation component in the two control and experimental groups with pre-test

	Source	Degree of freedom	Square Roots Total	Square Roots mean	F	Rate of effectiveness
Innovation	Pre-test	1	1536.09	1536.09	25.41	0.248
	Group	1	2007.85	2007.85	33.21	0.301
	Error	77	4654.85	60.45		

P** 0.001

Considering table 6 in the dependent component or the variable of Innovation, the F test in the pre-test variable is equal to 25.41 which is significant at 0.001 level and the correlation between the Pre-test variable with the dependent variable (the post-test for Innovation) equal to 0.50 and its clarified variance 0.248 meaning about 25% dependent variable (The post-test grade for Innovation) equal to 0.55 and the clarified variance of 0.301 meaning about 30% dependent variable (the post-test for Innovation) will be clarified by the impact of the group.

Table 7. Results of the Co-Variance analysis of Post-test scores for Expansion component in the two control and experimental groups with pre-test

	Source	Degree of freedom	Square Roots Total	Square Roots mean	F	Rate of effectiveness
Expansion	Pre-test	1	10702.03	10702.03	36.57	0.322
	Group	1	40240.07	40240.07	137.49	0.641
	Error	77	22535.24	292.66		

P** 0.001

Considering table 7 in the dependent component or the variable of Expansion, the F test in the pre-test variable is equal to 36.57 which is significant at 0.001 level and the correlation between the Pre-test variable with the dependent variable (the post-test for Expansion) equal to 0.57 and its clarified variance 0.322 meaning about 32% dependent variable (The post-test grade for Expansion) equal to 0.80 and the clarified variance of 0.641 meaning about 40% dependent variable (the post-test for Expansion) will be clarified by the impact of the group.

We can conclude that the impact of the variables for the mental fluidity, flexibility, innovation and the mental expansion as a result of presented conditions were significant for the test group or in other words, the new method of teaching art has desirable impact on the students' creativity. This severity of impact can help reduce the decision making of the researcher in the future researches.

In order to analyze the correlations between the independent variables (mental fluidity, flexibility, innovation and mental expansion) the Pearson coefficient correlation was used to determine the correlation between the variables. In the following table the coefficient correlation among the variables are analyzed.

Table 8. Coefficient correlation for the relations among the four components of creativity test

Components	Mental fluidity	Flexibility	Innovation	Expansion
Mental fluidity	—	0.875	0.857	0.609
Flexibility	0.875	—	0.801	0.533
Innovation	0.857	0.801	—	0.565
Expansion	0.609	0.533	0.565	—
Number of Participants: 80		P: 0.001		

Table 8 shows the coefficient correlation among the variables related to the multi-Variable Co-Variance analysis. The coefficient correlation between mental fluidity and the coefficient correlation between the mental fluidity and innovation is equal to 0.857 and significant at 0.001 levels. The coefficient correlation between the mental fluidity and expansion is equal to 0.609 and the significance is at 0.001 level. The coefficient correlation between flexibility and innovation is equal to 0.801 and the significance is at 0.001 level. The coefficient correlation between flexibility and expansion is equal to 0.533 and the significance is at 0.001 level. The coefficient correlation between innovation and expansion is equal to 0.565 and the significance is at 0.001 level. These figures show that there is a correlation between the dependent variables (mental fluidity, flexibility, innovation and expansion).

The analysis of the single-variable tests of analyzing the variance (the analysis of one-way variance) that are as a result of multi-variable tests will, separately, analyze the dependent variables. If these results are significant at 0.05 and 0.1, we can conclude that there is a significant change between the groups 95% or 99% levels and it shows the researcher which dependent variables, mostly, this significance is coming from.

To continue, in order to clarify among the independent components or variables (mental fluidity, flexibility, innovation and expansion) which ones are more significant compared to other variables or in which one of the independent variables that is different from other variables, the single-variable variance analysis has been used.

Table 9. Summary of a one-way variance analysis for four independent variables (four creativity components)

Components	Square roots total	Mean total	F	Effectiveness
Mental fluidity	600.73	600.73	33.64	0.304
Flexibility	257.60	257.60	22.81	0.229
Innovation	2007.85	2007.85	33.21	0.301
Expansion	40240.07	40240.07	137.49	0.641

Table 9 shows the one-way variance analysis for four independent variables (four creativity components: mental fluidity, flexibility, innovation and expansion). In the mental fluidity, F equals 33.64 which is significant at 0.001 level and the correlation of this variable the independent variable is equal to 0.55 and the clarified variance by this variable is almost equal to 30%. In the flexibility component, the F test is equal to 22.81 which is significant at 0.001 level and the correlation rate of this variable with the independent variable is equal to 0.48 and the clarified variance rate of this variable's correlation with the independent variable is equal to 0.55 and the clarified variance of these variables is almost equal to 30%. In the expansion category, the F test is equal to 137.49 which is significant at 0.001 level and the correlation rate of this variable with the independent variable is equal to 0.80 and the clarified rate of these variances equals 64%. These figures show that the four creativity categories (mental fluidity, flexibility, innovation and expansion) as a result of the presented conditions for the test group was significant and the amount of the expansion category impact in the test group is more than other categories.

Therefore, we can say that the impact of teaching art on the female students' creativity, statistically speaking, was significant. There have been enough reasons to reject the zero hypothesis and the confirmation of the opposite hypothesis. Also, the intensity of the impact in the expansion category is at a very good level. These

categories are in harmony with one another because these four categories measure the amount of creativity in Torrens's test.

DISCUSSION

The first conclusion in the present research indicates that the zero hypothesis indicating the lack of correlation between the application of teaching art and the female students' creativity is rejected and with an accuracy of 95%, we can concede that there is a significant impact between the application of teaching art and the elementary female students' creativity in the city of Islamshahr. This finding is in conformity with the results of previous researches.

The second conclusion in the present research indicates that the zero hypothesis indicating the lack of correlation between the application of teaching art and the female students' Mental fluidity is rejected and with an accuracy of 95%, we can concede that there is a significant impact between the application of teaching art and the elementary female students' Mental fluidity in the city of Islamshahr. This finding is in conformity with the results of previous researches.

The third conclusion in the present research indicates that the zero hypothesis indicating the lack of correlation between the application of teaching art and the female students' Flexibility is rejected and with an accuracy of 95%, we can concede that there is a significant impact between the application of teaching art and the elementary female students' Flexibility in the city of Islamshahr. This finding is in conformity with the results of previous researches.

The fourth conclusion in the present research indicates that the zero hypothesis indicating the lack of correlation between the application of teaching art and the female students' Innovation is rejected and with an accuracy of 95%, we can concede that there is a significant impact between the application of teaching art and the elementary female students' Innovation in the city of Islamshahr. This finding is in conformity with the results of previous researches.

The fifth conclusion in the present research indicates that the zero hypothesis indicating the lack of correlation between the application of teaching art and the female students' Expansion is rejected and with an accuracy of 95%, we can concede that there is a significant impact between the application of teaching art and the elementary female students' Expansion in the city of Islamshahr. This finding is in conformity with the results of previous researches.

The mean of grades for Post-tests and Pre-tests in two experimental and controlled groups separating the components under study indicates that those students who received the art teaching (the experimental group) compared to the group that did not receive the new art teaching (controlled group) had a higher degree of creativity. In the experimental group, in regards to the components or the variables, the mental fluency component and flexibility component compared to the innovation and expansion components had a lesser increase. Considering the findings of this research, we can conclude that the four components of creativity (mental fluency, flexibility, innovation and expansion) affected by the presented conditions were significant for the experimental group and the expansion' degree of expansion in the experimental group has been shown to be more than other components. In total, in these four components as a result of teaching art, some changes have taken place in the experimental group and these components are in agreement with one another. In other words, the new art teaching method has desirable effects on the students' creativity. In total, we can say that students' enjoyment of the teachers' creative methods of teaching which has artistic characteristic and also using the new strategies can nourish creativity in the students. Having artistic characteristic in teaching means that the teaching trends cannot be dependent on the scientific rules and strategies and teachers should not be stopped from thinking while working and having the courage to test creative strategies and methods. Having the spirit of testing and adventure that are skillfully controlled are of the peculiarities of a successful artist based on which, the teacher goes from systematic way of teaching to the method that is based on the understanding of special and unique peculiarities of circumstances and issues pertinent to the class and participates in the production of professional knowledge. Of course, the intelligent use of known educational methods and trends should be considered to be one of the important components of successful teaching. Having the artistic characteristic in learning art should be outstandingly obvious and consequently, teaching in this area of artistic capabilities and aesthetics such as creativity, imagination, ingenuity or innovation can be of more enjoyment. Despite the importance of art and the necessity of research in this matter, the analysis of theses has made it clear that nearly seventy percent of the theses have a field approach and are mostly based on survey and among the research programs, nearly eighty percent have a familiar field approach [3]. This brief survey has clearly documented the threat as a result of the lack of research in the field of teaching art in the country and reveals the current quantitative and qualitative.

This research has limitations such as the selection of the sample group for the research exclusively from the department of education in Islamshahr and the lack of Iranian-oriented test. At the end, it is recommended that this research to be implemented at a broader scale for the entire country's department of education at the elementary level by researchers, psychotherapists and experience psychologists.

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