



A STUDY ON THE ROLE OF THE PRESCHOOL TEACHERS IN PROMOTING CREATIVITY IN PRESCHOOL CHILDREN THROUGH LANGUAGE DEVELOPMENT

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Early education preparation is essential for formal education. The richer the child's language, the better their prospect of fitting into and progressing effectively in the early school years. The development of language through creativity if initiated from the stage the child displays independence in language, contributes to the development of the personality of the child. This study investigates the role of preschool teachers in promoting creativity in preschool children through language development. The main objectives of the study were reviewing the current status of the teaching-learning process and identifying any problems faced by the preschool teachers in promoting creativity in young children. The survey method was used as the research design in this study. To achieve the objectives, samples were selected in the Colombo district using different sampling methods. Stratified random sampling method was used in the 1st phase for the survey. 225 questionnaires were sent to the selected preschool teachers and eighty-five responses were received. In the 2nd phase purposive sampling method was used to select twenty preschools for teacher interviews and classroom observations using suitable data collection instruments. The findings showed that most of the teachers did not use their knowledge to promote creativity during their teaching-learning process. Based on the mail questionnaire and interviews with preschool teachers it was revealed that the responses on understanding the importance of creativity was varied and minimal. The teachers' understanding of creativity was not adequate. Knowledge and the understanding of the importance of activities in promoting creativity was not adequate among teachers in both categories. Preschool teachers had not paid much attention to incorporate ideas of creativity although they prepared lesson plans. Most of the activities in both types of preschools had teacher-directed activities continued by the teachers, but there was no freedom for children to contribute. Both types of preschools attempted to provide stimulation to continue conversations but those were not continued, so a good opportunity was lost to develop creativity through conversations. The teachers did not have a clear idea of the concept of creativity stated by philosophers and educationalists. A poor understanding of using appropriate teaching methods to promote creativity was identified as a major problem faced by the preschool teachers. Although teachers use teaching methods such as drawing, storytelling and reciting poems no opportunities are being provided to express the children's ideas freely. Teachers did not have clear awareness about lesson planning or about suitable activities to



promote creativity through language. The training received by the preschool teachers was shown to be inadequate. The majority of the preschool teachers mentioned that they are not psychologically motivated to handle children to orient them towards creativity, because the social demand for preschool education and parents' attitudes are competitive in society.

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