

# The Role of Environmental Effects on Developing Creating in Children

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**Abstract** – *it is quite obvious that there have been a few researches on environment and environmental effects on developing creativity in the field of creativity and its development and that clarifies the necessity of further researches in this field. In the field of cognitive development in children, children's adventuring in their imaginations and their imitation from television and video game legends instead of adventuring in the surrounding environment is a considerable issue at the present time. In other words, children spend an "artificial childhood" that is exactly arranged by adults. In this case, the worse negative consequence is the way the children grow because they are not expected to express creativity or curiosity. The children who live in low-quality environments lacking mobility and free activity and flexibility, will eventually turn into idea "consumers" instead of idea "producers".*

**Key Words:** Children, Creativity, Environment, Environmental effects.

## 1. Introduction

Firstly; this paper tries to discuss the concept of creativity and effective factors on development in children in two categories: personal factors and environmental factors. A comparative discussion on the field of creativity explains that most researches about of creativity development have been carried out in the fields of psychology for gaining the techniques for individual creativity development while there have been a few ones on the effects of physical environments on developing creativity in children.

However, most experts believe that the environment has more prominent role in developing creativity rather than personal factors and the changes in environmental factors in much more convenient than individual characteristics and talents. In fact, we cannot focus creativity on one dimension. The individual, environmental, process and product dimensions cannot express their creative nature alone. Therefore, creativity is the result of personal

factors, process and product of the social environment in which they interact.

Secondly; regarding the significant role of environmental effects on developing creativity in children, this paper declares that physical spaces are able to convert into places for developing creativity. These places should be designed in a way that the detection and tracking capabilities to fulfill all necessary facilities for a variety of child's social activities becomes possible and they can also underlie the opportunities to learn from the environment, and the shaping of child's physical characteristics will be strengthened by their participation in these places. Focusing on education through free and self relying activities in children will lead to gaining personal experiences. Therefore, children will experience new things by interacting with the surrounding environment and expanding their mind libraries. They will be visually educated while having free activities in the physical environment and this will be effective on developing creativity in children.

Eventually; regarding creativity producing and urban planning, this paper suggests that urban open space as a significant mediator that connects children to the outside world has an essential role in their identification as well as their mental, physical and psychological growth and their social personality formation. The function of urban open space is an effective context for the process of improving knowledge and experiences of children's mental experiences and providing games and activities information of children's personality as well as enhancing their mental and physical abilities. In such environment, the children organize a system of information based on their previous knowledge. In this case a basic for future mental library of children will be shaped which will be considered the first step in developing creativity as explained in creativity section. Thus, urban open space is considered a type of learning and educating environment in childhood that includes a wide range of cognition and activities required for raising a creative person.

## 2. CREATIVITY

Creativity is still one of the most mysterious men in a thoughtful manner. Many researchers in the field have worked on the study of creativity. Some people is

considered that the creativity is a social phenomenon, and it arose from the needs and requirements of home and family situation, the others know it has something personal factors such as motivation, emotions and learning of the individual. Others creativity encounter the concept of cognitive processes such as thinking of higher mind , intelligence, imagination and interaction data processing , and finally multi-dimensional concept , while others, it knows that it has an effective set of social and cognitive factors . This means that creativity knows by environmental influences [7].

For research and development of creativity, only proper training or planning to develop creative talent is not enough; it must recognize the people in the areas of motivation and skills consistent with each other or the intersection of creativity have helped. The position of creativity has powerful combination, because creativity can be provided at this point [8].



**Fig -1:** Playing in the Nature; Children recognize their physical and personal abilities in addition of gaining social skills.

### 3. FOSTERING CREATIVITY

Creative talent is innate human potential and it requires the context of breeding and growing areas [5]. Part of the ground in the area of techniques of cultivation of creativity in the field of psychology and partly also in the physical environment is designed. Maby1 7000 review article on creativity, found that only 138 of them have creative variables. It has a major impact on the movement of creative professionals is to investigate the role of environmental variables. He believes the prominent role than personality factors and changes in environmental factors in creativity and individual talents of features, very easy to understand [2]; therefore, creativity you cannot create pressure, but must be allowed to emerge. The main reason of creativity’s suppression in the people has setting the amount of support and their confidence low. While you

can create an environment that encourages people to explore and interact with the children and will be felt excited, encouraging and leading to the development of creativity in them. Factors contributing to the growth of creativity can be classified into two categories: individual and environment. Personal factors features and environmental factors affect the position of the individual in relation to others [2]. Individual factors include:

1. The trait of different personality,
2. Spontaneous,
3. Ability to specific cognitive,
4. Sentiment to take risks,
5. Expertise in that field,
6. Diverse trade

As well as some environmental factors affecting the creations includes:

1. Freedom,
2. The enough sources
3. Time
4. The suitable atmosphere

The good atmosphere is a complex variable that connected with areas and patients. Therefore, the quality of research in the creative environment is the most important issue at stake is the identity of any environment. "Tagiuri" defines the atmosphere contains the following environmental aspects:

- Ecology
- Physical
- Social environment and cultural inclusive beliefs, values and concepts.

### 4. FOSTERING CHILDREN’S CREATIVITY BY MEANS OF THE PHYSICAL ENVIRONMENT

Childhood is cognitive development stage. Perceived is as the first step in the development of creativity. During the early years of children’s life and at the same time with the growth of physical abilities, mental abilities also strengthen gradually. Perception tool, the child grows gradually senses and experience the surrounding environment leads to understanding. The gradual growth of physical abilities, sensory and mental sorting provides growth stages [16].

Age Five of children is the start of Psychological and cognitive growth, therefore, appropriate that children living in the area of environment and urban artifact of this age to be considered and explored. Researchers at the present time to express basic needs have grown to include three [11]:

1. The need to recognizing of understanding the environment and development.
2. The need to necessity of health, physical security and the development of physical skills.
3. The need to satisfy emotions, linked to environment and development incentives.

The importance of the role of the child's living environment and facilities available in this environment for a free and independent mobility, emotional and spiritual development of physical skills and make links with emphasizes. Satisfy the basic needs of children, is an important role in the formation and growth of their personality. Important part of necessity of Children is having done by this way. This means that the condition should be fulfilled to identify and provide the talent and potential forces. This is where the child to explore the environment and its inherent functionality is achieved, satisfy their curiosity and to learn, explore and understand the environment in the sense of inner satisfaction and self-actualization is achieved [11].

With such a matter to be determined at all places where children are present there, they should be worth learning, because have knowledge of children against of environment, general knowledge of the personally and reaching them from environment. What the child acquires the direct contact with the environment, for making for him or herself, processing and passes to his or her mind, as well as evaluation of children living environment, children's perceptions of communication routes, user spaces, and environmental elements their relationship with each other and etc, he's acquired knowledge. Personal knowledge are formed with the tools and training methods. It is clear that children who are growing a variety of circumstances and possibilities, is not the exchange of knowledge with the same personal knowledge. That's how much children can affect the environment and in accordance with it, or in accordance with your wishes and prepare favourable conditions, the ability to scale his or her physical and depends to more important of environment's mental health. The more disparate the scale with him and set limits for children as well as the impact will be more favourable environmental conditions [3].

While the presence of children in the community, the environment and life for the child plays the role of a teacher is to teach children how to be influenced by the world community and think. The children structured data and concepts in the library to organize your mind. Research suggests that traditional teaching methods axis - teachers and professionals in the information age is not a reliable method of education based on the experiences of children and evaluate the decisions they make as an alternative offer. This represents the value of environmental education to satisfy educational purposes

such as motivation, business, trade, information and skills. Children at least equal to and even more than what you learn in school , should be in the environment of existing patterns by touching and seeing and experiencing reality , both directed and spontaneous learn [3].

The psychological impact of the physical environment in mind, psychology and human behavior, believes. Children environment is uniformed, their cognitive abilities cannot use the [18]. The ability to transform the environment should be a stimulus for motivation of romantic fantasy. The fact of this idea is that cannot be seen to creativity with a focus on one dimension. Individual view, Environmental, process and product, none of these alone cannot reflect the nature of creativity. So creativity includes personal factors, processes and products that interact with each other in a social setting [18]. "Herman Hertzberger" shows the importance of the knowledge and experience of these notes:

"What in your mind are absorbed and stored in your memory adds to the idea. Something is like that a library that you can referral when need it. So basically the more you've experienced and absorbed, the more you will see that you have chosen to help. The area is your frame of reference "[12].

Learn from your mistakes is usually more severe than relying on the experience of others. "Laxton" reach to experience of training in one of his research that cannot be concluded without the coffers of learners do not necessarily expect people to be a creative. He says the ability to create or express ideas related to a treasury of knowledge and experience to be pulled out of ideas. The second Laxton's skills are the ability to evaluate and distinguish the ideas of each other. Become proficient, interpretation or translation of ideas need to appropriate context and relevant.

So creativity training is really careful balance between guiding children with the gain knowledge and experience and do not automated his thought processes until do not stop the emergence of original ideas [12]. Therefore, in this manuscript rely to on the free and self-learning activities to individual experience in children is caused by interaction and relationship between children and the environment, become familiar with different experiences, develop their mental libraries and the activity visual education in the city is that it is effective in the development of children's creativity. The effect of physical environment has been proposed followed by physical factors and design elements to enhance the creativity of the following six criteria [4].

1. The complexity of visual detail
2. Natural Landscape
3. The use of natural materials

4. Enjoying less than cool colors
5. Using less of synthetic materials
6. Exist of plants and the natural environment

Physical environment adequate with elements such as color, texture, lighting, light, sound, form, account, and ..., affects on the human body and mind especially children. By the same reasoning and idea affect to learning, and creativity of children in a significant amount of physical conditions / architecture. Thus, certain circumstances can be increased and others decreased creativity.

### 5. CREATIVITY AND URBAN PLANING

"Edmund Beiken ", contemporary urban planners believe that one of the main goals of architecture, excellence is to live up to the event. The urban areas have distinct areas for different activities and provide them in the space boost [14].

Psychologists believe a lot of things all-round development of children (including foster creativity) by creating public open spaces within the adjustment to town and spaces intended for everyday activities appropriate to children's physical and mental condition [15]. The open spaces in the city as an important medium of communication with the outside world children play critical roles in the sense of identity of the children's growth and mental development of children, offering games and activities for the formation of children's personality and mental ability and their health. The space is a place to meet, learn, research work and familiarity with the environment and behaviour and the environment for a variety of activities to satisfy children's curiosity [1].

The open design of cities can help children to understand concepts in size, the relationship and the relationship between previous studies and experiences led to the creation of meaningful learning in mind that your child will be required to identify and of creativity. In such an environment is a mental library for children gradually learn and the system of data and information on the basis of its earlier order that the children's foundation for future knowledge and organization them [13]. Which is creative with what was mentioned in the discussion of this issue can be considered as the first step in the development of creativity. The urban open space is teaching and learning environment for children's age range of knowledge and activities needed for the child's development that the prerequisites of human beings to be creative. Children attendance in these spaces can learning about nature, through social interaction, become familiar with the community and social life, through a variety of physical activities, can be able to understand the limitations of body and capabilities and knowledge of personal skills and find the ability to feel confidence and self-esteem. [1]. Total environment (physical and social) is being the best

place for creativity for satisfies educational purposes such as motivation, experience, skills.

Involvement of children can help in urban management decisions to boost their creativity. It is best to do this with the participation of children in government programs and local community to begin to set the agenda for the development of your community [10].



**Fig 2:** Children's Playground in the City, an Opportunity of gaining social experiences and enhancing creativity

### 6. CONCLUSIONS

Environment impact on the Continuous and decisive on the critter, because that environment connect with together, attend to the options behavioural and the work. Environment has an important relieves to pick up or fell of the users role.

So environment should special attention to the needs of all segments of user and in the meantime, pay attention to the needs of children and addressing them through creating an environment fit for children is one way of meaningful learning environments and strengthens their imagination. The foster creativity place can be transform physical spaces to increase the creativity of children.

This special place must be designed in such a way that are allowed the platform for developing a variety of activities and social interactions of children, as well as the opportunities for learning from the environment, shape the physical location features participation by children. Clearly, what is in the nature and the urban environment, no creative evolution could occur by children unless they are creative in mental status. One of the factors has affecting the mental state of creative, cultural - semantic environment as well as its physical factors. Environmental and personal factors affect indirectly on impact of children's creativity.

Thus, if the children are placed in an environment with favourable conditions that all factors for fosters creativity are available and personal ingredient exist in he or she and do not ride through the environment and outside opinion, the environment will be play a role as an important factor for fostering in creativity.

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