

## **Traditional versus modern in stimulation of creativity**

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Many times one of the main ways of working in the classroom teaching is exposure. Modern teaching has shown that this method is not sufficient for the acquisition of knowledge. In fact, learning involves much more. Education focused on this method was criticized because the discrepancy between knowledge acquired in school and the outside of the world.

The cause is that the student is still considered an object of learning and assessment method, which often involves reproduction of content. The high degree of generality of lessons, excessive abstraction, the tendency of teachers to teach as much information, often beyond the school curriculum does not meet the need for flexibility and diversification of student thinking. Attempts students out of the box, the answers are often translated as nonconformist violations of rules, which, in fact, block creativity.

Have been developed methods and models, among them is the method projects. Students were encouraged and supported to express their study interests openly, without any conditioning or curriculum related matters. Then, with the support of the teacher, students sought to develop projects that address a particular issue. Sources of information, references were clearly established at the outset.

Modern teaching offers as main methods of teaching and learning problem solving and discovery learning. These methods aim at transmitting new knowledge as students practical situations to increase. The subject of learning need to find problems, the solution will be in natural consequence.

The proposal developed above is as individual education organization. In addition, can be used and organizing the work in small groups (4-5 students). These two methods are alternative form of organization of the education front the teacher works with the whole class simultaneously active student is too little.

The most important problems related to this method are the fact that such activities are time consuming and require a careful selection of learning content. Accordingly, didactic exposure cannot be completely eliminated.

Problem-solving content can thus be a viable alternative in order to improve the exposure and the development of creative thinking of students.