

## **Photograph and its role in developing creative thinking skills of children**

**Prof. Hanan Mohammed Hassan**

**Professor and Head of the Department of Photography, Film and Television - Faculty of Applied Arts - Helwan University**

**Assist. Prof. Dr. Rania Shaaban**

**Assistant Professor, Department of Photography, Film and Television - Higher Institute of Applied Arts - Fifth Settlement**

**Researcher. Ahmed Essam**

**Master's researcher at the Department of Photography, Film and Television, Faculty of Applied Arts - Helwan University**

[a.essam.p2018@gmail.com](mailto:a.essam.p2018@gmail.com)

### **Research introduction:**

Thinking is the basis of progress throughout the ages, and without creative thinking, the world would not have reached this number of inventions, discoveries, and scientific, literary and artistic achievements, to present to their homelands the creativity of the creative mind. Our current era is characterized by successive and rapid developments in various fields of human knowledge, and the credit for many of these developments is due to the interest in educational and pedagogical aspects since early childhood to the extent that interest in early childhood has become a necessary entrance and a basic beginning for the launch of human development, and the goal of education or upbringing is no longer preparing children to enroll in school and follow up on the various stages of education, but there is a belief in the necessity of preparing children to be able to face an environment characterized by rapid change and development. Skills, characteristics and abilities in general and creative abilities in particular. Children are one of the most recipients of creativity and a source of it whenever they have the opportunity to think, especially creative thinking. The child in particular is considered the wealth of the future and the real investment of society, and therefore he must be seen as the focus of the educational process and the focus of education operations in its various media, and the photograph is one of the interests and educational stimuli for the child to help him/her meditate and unleash his thinking, especially in the early stages of his life, as the photograph has a role, importance and a strong impact, as it is said to be worth a thousand words, as sight is one of the most important and most widely used human senses in acquiring information, as the image addresses all human beings. The image differs from the spoken or written word because it is related to something concrete, tangible and specific, and the word is linked to something abstract, intangible, and the image differs from the written word in ease of receiving, as the text requires the dismantling of existing relationships among words, effort, concentration and slowness, while the picture gives the message at once easily and conveniently. The picture is a powerful educational tool that must be invested. Therefore, there was a need to conduct the current research to reveal the design considerations of photographs to develop the creative thinking skills of a pre-school child and its role in developing thinking skills and the child's creativity.

**Research problem:**

As a result of the student's work with one of the largest textbook companies in Egypt, the Student Weapon Company, and the cooperation of these companies with the Ministry of Education in developing the curricula and the educational system, and informing him according to his work on the curricula of all school levels, starting from kindergarten to high school, the scarcity of pictures was noticed, Photographs that develop creative thinking skills, and limit the use of recording and illustration images only, and consequently, the observation of this problem resulted in the need to answer the following question: -

What is the role of photographs in developing creative thinking skills for a pre-school child?

**Research aims:**

- 1- To highlight and clarify the important role of the educational photograph in developing the creative thinking skills of a pre-school child.
- 2- Develop design considerations for educational photographs used in developing creative thinking skills for a preschool child.

**Research hypotheses:**

Highlighting and clarifying the important role of the photograph as an educational tool for developing the creative thinking skills of a pre-school child and setting design considerations for its production that leads to:

- 1- It helps photographic designers to work in this field (educational field).
- 2- Raising the level of thinking in children.
- 3- Develop children's creative ability and creative thinking skills.
- 4- If it is proven to clarify and highlight the important role of the photograph in developing creative thinking skills in children, this highlights the importance of creative thinking skills representing a pivotal goal of the educational system.

**Research importance:**

- 1- The scarcity of studies concerned with the design of educational photographs to develop the creative thinking skills of a pre-school child, which prompted the researcher to conduct this study.
- 2- This study is concerned with the pre-school stage, which is one of the most important stages of human life, on which the future of the growth of the individual and his personality, and thus the future of the nation, rest.
- 3- Develop design considerations for the educational photograph used to develop creative thinking skills for students of the Department of Photography, Film and Television.
- 4- Shedding light on the importance of the role of the photographic designer in developing the creative thinking skills of the pre-school child as one of the specialists in this field.

**Research Methodology:**

The researcher followed the descriptive analytical method.

**Research limits:**

The research is limited to pre-school children from 4-6 years old.

**Creative thinking:**

Creativity is one of the commonly used concepts, as it has been known for a long time, and people have expressed it with different names and concepts such as achievement, making, novelty, and creation.

**Creative thinking skills:**

There are many creative thinking skills, but looking at the Torrance Scale and the Guilford Mind Model, we find that they focused on the following skills:

## 1- Fluency:

This skill refers to the child's ability to produce as many ideas as possible on a subject in a certain period of time, several types of fluency fall under it.

## 2- Flexibility:

It refers to the child's ability to change his thinking by changing the situation he is going through so that multiple responses that do not belong to one category are issued, that is, the child takes more than one path to reach all possible ideas or responses.

## 3- Originality:

This skill refers to the child's ability to produce new ideas or unfamiliar solutions to the problem, meaning that the child who has this skill does not repeat the ideas of others. Torrance sees authentic individuals as those who can break away from the ordinary.

## 4- Sensitivity to Problems:

It is the ability of individuals to perceive what others do not realize about weaknesses, shortcomings, or differences in the problems or situations they encounter.

**The role of the photograph as an educational tool in developing creative thinking skills:**

The educational photograph (Hanan Muhammad Hassan: 2001 AD) is considered to be a recording of the content of knowledge in a non-verbal manner, and hence it was a form of distinct educational forms. The educational photograph is a very important means in developing the creative thinking skills of a pre-school child, as the following:

1- Provide the child with a physical basis for perceptual thinking and reduce the use of words they do not understand.

2- It works to attract and focus the child's attention, due to what it adds of vitality and realism.

3- It stimulates the child's interest and encourages him to think.

4- It develops in the child the ability to continue thinking.

5- Contribute to the growth of meanings, and hence, to the growth of verbal wealth.

6- Make what they learn from knowledge and skills the rest of the impact.

7- It increases the interdependence of ideas and experiences.

**Considerations of designing the photograph used as an educational tool to develop the creative thinking skills of a pre-school child:**

1- interactive

2- interesting

3- Attractive

4- colorful

5- Simple

- 6- unconventional
- 7- Related to the environment
- 8- Suitable for the age of the child
- 9- Realistic in some skills and unrealistic in others
- 10- The image area is large

## Results

1. Interactive educational pictures that contain puzzles or questions are unique in their designs that stimulate the child's mind to think and create and arouse his interest.
2. Choosing the hot colors of preschool children in the educational pictures attracts their eyes more to the picture.
3. The link between the content of the educational image and the child's environment and its relevance to his age stage increases his interaction with the image.
4. Question Mentions multiple uses of the image of an object or tool that develop the skill of intellectual fluency.
5. Abstract pictures develop the intellectual fluency skill of pre-school children.
6. Cut out pictures or showing small parts of things and asking the child to identify or complete them develop his formal fluency skill.
7. Pictures that contain expressions or feelings and can be expressed with words or a story that develop expressive fluency skill.
8. Surreal pictures develop the skill of originality in a pre-school child.
9. Presenting a picture of a situation and asking the child to find a quick and innovative solution that develops his skill of originality.
10. Patterns and a group of pictures that tell a story that develop the skill of flexibility in a pre-school child.
11. Differences and finding errors in pictures develops sensitivity skill to solve problems in children.

## Recommendations:

- 1- The ability of the photographic image to develop the creative thinking skills of the pre-school child and its great importance as a visual language capable of developing creative thinking must be recognized.
- 2- Responsible authorities should realize the importance of the photograph prepared with studied scientific considerations and directed at developing the creative thinking skills of the pre-school child.
- 3- The designer of the educational photograph must take into account the considerations of its design in order to produce educational photographs that develop the creative thinking skills of the pre-school child.
- 4- Providing work for graduates of the College of Applied Arts, Department of Photography, Film and Television in this field (the field of educational photography directed to the child) in order to develop their creative thinking skills.

5- Resorting to photographic designers specialized in designing educational photographs and studying the nature and psychology of a pre-school child in order to develop his creative thinking skills.

6- The child in general and the pre-school child in particular must be taken care of, as he is considered the wealth of the future and the real investment of society, and therefore he must be seen as the focus of the educational process with its various media.

### References:

- Margany, amir eid el sayed ali (2016m) resalet magster – Bernameg qaaem ala ansheta handset al varktal le tanmet bad maharat el tafker el ebtkarya, qolet altarbua leltfola al mobkera, gamete l qahera.
- El salamy, amir eyad (2018m) resalet magster – tozef semoteka al sora be brameg al wsaet al motadeda le bnaa bad el mafahem lda el tefl, qolet el fnoun al tatbekia, gamet Helwan.
- El abady dr.ayman youns ibrahem (2020m), al edrak el basary lda tefl el rowda, tabaa 1, amman: markz al kteab al academy.
- Hwas, wlaa mohammed hasan ali (2018m) resalet magster – faaliet esthdam estrategia al thiol fe tadrees al tareeh le tanmiet bad maharat al tafkeer al ebdai lda tlameez al marhala al eidadia, qolet al tarbia, gamet al qahera.
- Bhaader, saadia mohammed ali (1996m) al margee fe brameg tarbiat atfal ma qabl el madrsaa, tabaa 2, amman: daar el masera.
- El Kholedah Mohammed Mahmoud (2003m), mokadema fe al tarbiaa, amman: daar el masera.
- Majeed, Sawsan shaker (2009m), elm nfs al nmo lltfl, tabaa 1, amman: daar el safaa.
- Hassan, Hanan Mohammed (1995m) resalet magster – tasmem nozom entag al soar al photographia le tanmiet al mohtawa al basary lltfl, qolet el fnoun al tatbekia, gamet Helwan.