

CREATIVE TRAINING REPRESENTED BY THE GOLDEN TRIANGLE PROFESSOR – STUDENT – RESEARCHER

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Rezumat. *Autorul pune în evidență formarea creativă bazată pe triunghiul de aur în demersul pedagogic: profesor – student – cercetător. Stilul individual de predare și învățare este potențat de stilul creativ al educatorului cercetător și al studentului cercetător. Se reușește în acest fel obținerea unei valori adăugate în procesul de formare și autoformare pentru un salt calitativ în cercetarea științifică.*

Abstract. *The author highlights the creative training based on the golden triangle in the pedagogical approach: professor-trainer – student – researcher. The individual style of teaching and learning is enhanced by the creative style of the educator-researcher and of the student-researcher. It succeeds in this way to achieve added value in the process of training and self-training for a qualitative leap in scientific research.*

Keywords: creativity, training, professor-trainer, student, researcher, personal style, creative style

1. Introduction

“Souhaiter un renouvellement méthodologique, ce n’est pas renoncer à ce qui est acquis, c’est s’appuyer sur cet acquis pour aller de l’avant.” said Denis Girard speaking on a new trend in teaching technics, a half of century ago [1].

The words of D. Girard have been very convincing in making me work for a new interpretation of a late triangle “education – research - production” based on a today imperative trend of correlating the system of education with the labour market in Romania. The present synthetic work is the result of years of passionate didactic research made before for Annual Scientific Symposiums on Creativity or Invention, and following my PhD. thesis under the UNESCO-Romanian Commission leadership coordination: “Training trainers as educators for creativity” [2], passing through a twenty-year international experience up today.

A pedagogy of creativity aims to provide the trainers and the trainees with a formal incentive framework, a dynamic rhythm and a great variety of formative approaches. Each professor and student should participate actively and consciously in their training, they must always be involved in “something to do”, using all the relevant guidance: observing a phenomenon, solving a problem,

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