

VISUAL AND VERBAL MESSAGES AND IMAGES TO STIMULATE THE TWO FEATURES AND THE TWO CONDITIONS OF "THE ELEMENT" OF KEN ROBINSON

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Abstract: This study represents an attempt to visually and verbally interpret the images and messages of motivation emerging and developing the strengths of students in higher education, with highlights on both features (passion and desire), both conditions (attitudes and abilities) in the model element created and popularized by Ken Robinson.

The next goal is to interpret this technique with the idea of creation, permanent development and enrichment of the serious game of creative and innovative training. In particular, as an intellectual tool for self-discovering, understanding the true nature of personality and understanding what to do with its feelings.

Keywords: Visual and verbal messages, Elements of Ken Robinson

1. Introduction.

Problem: The use of the outdated and ineffective way of teaching, which inhibits and restricts discovery of "elements".

Actuality: The use of "The element" has a positive impact on personal development, thus raise particularly popular.

Purpose: Creation and development of creative and innovative visual and verbal pictures, messages, using different techniques and technologies to help individuals to find "The element".

Tasks: Creation of prerequisites and proper training facilities with adequate technical resources and competent teachers. Developing and implementing creative and innovative pictures for finding messages in "The elements" of Ken Robinson.

2. Prerequisites and method of solving the problem.

"The element" has two features and two conditions where there can exist [1].

The two features of "The element" are:

1. Passion - feeling pleasure from doing something.
2. Striving (desire) - desire to satisfy our passion.

The two conditions are:

1. Attitude - our personal view of themselves and everything that surrounds us as a whole. The angle from which we see surrounding.
2. Opportunities (abilities) - how we can use their abilities to feel satisfied that we possess them and apply them in practice.

1.1. What is the problem?

Even in school adolescents have been exposed to suppress creative thinking of individuals. In schools there are only three basic elements - study program, pedagogy and evaluation that is what is learned, how it will absorb the taught material and verification of knowledge. No individual approach to each learner to discover and develop his passion, his ability to pull the surface. The outdated training methods related to general assessment and deter creativity are ineffective and have a negative impact on the emotional and professional development of personality.

1.2. Actuality of the problem.

Thanks to the discovery of "The element" in all of us, we stop to think linearly and start to develop our mind in a new, wider range. Thus, rediscover yourself, discovering hidden opportunities that can

make us most productive, both for ourselves and for society as a whole. When everyone found their "element" (what is he the best and what does he makes with love what is he born and must apply) then you can develop and desire of personality towards the preservation and removal on show of this "element". Once you realize what is passion and desire arises to real satisfaction. Many people do their profession, which is not what they delight. Some of them are really good at what they do, but they do not like to do it. This means that they have not found yet their "element".

The children are those who bring the most brightly "element" in themselves because they love doing what they love and really do it! The influence of stereotypes in social thinking and training system, creativity and aspirations are suppressed with the age. So many people lose their connection with "the element". It is desirable to initiate reforms in schools where every student can be given a chance to preserve and develop its "element" from an early age not to look only after years.

Discovering, understanding and preserving of the "element" is defined by two features (passion and desire), both conditions (attitudes and abilities). Even after the down side, if the attitude is negative, the aim is much lower, so this greatly restricts our ability. There are features which are hidden and insignificant at first sight. They have often been ignored. Then there are called "chance that we missed." If you possess a positive attitude, confidence and strength, you can find opportunities everywhere and almost everything to apply "The element". The first step towards this is the drastic change in attitude to open up new opportunities and horizons for the individual. In this way it will begin to develop his passion for optimally efficient manner. This change can be provoked, both verbal and nonverbal ways of interpreting images and messages that to unlock within us so important "The element".

The images and messages are related in the following order - passion, desire, attitude and opportunity. They provoke:

- 1) Recognition of passion and desire that it evokes in us.
- 2) Demonstration of what we can do to satisfy it.
- 3) Identification of potential opportunities related to its satisfaction.

We do not know what we can be, until we see what we can do. Creativity is the key to the difference in thinking of ways to see life from other angles and directions, the ability to be more flexible and adaptive. For these reasons it must be developed.

3. Solution of the research problem.

Table 1. Types of creative and innovative techniques for finding of "The element"

<i>Creative and innovative techniques and technologies in the educational environment</i>	<i>Creative and innovative techniques and technologies outside the educational environment</i>			
Associative psychological tests	Techniques for self exploration			
Tests for professional orientation	Associations with words	Associations with photos and images	Visiting unknown and unvisited locations	Reading books, watching TV, which we has never seen
Serious games playing				
Questioning and problem solving	Techniques for finding of “The elements”			
	collective serious games playing		exchange of roles	
Questioning for research	Provocation of curiosity			
-	New generations of experimental strategies, technologies, techniques and tools			

3.1 Creative and innovative techniques and technologies in the educational environment:

The envisaged changes in the methods and ways of training in training centers aims to identify and discover the hidden abilities in the individual.

Creative and innovative techniques and technologies that must be applied in this area are related to training groups of young people having a personal interest in the subject and the group's activities. It is recommended that the preparation of weekly and monthly projects to check what is personal development of each student and show the direction in which to develop it.

It is not encouraging to conduct collective training sessions, that offer objects which do not interest the learners (students).

3.1.1. Types of creative and innovative techniques and technologies in the educational environment:

The techniques for determining of "the element" can be different in the learning environment:

1) **Associative psychological** - by them every adolescent or learner mind can find himself in more than he suggest that he has.

2) **Tests for professional orientation** – it must be applied to people who already have learned certain skills, and have directions on what they like to do.

It is necessary testing to be conformed to the age and intellectual development to be most effective and reliable.

3) **Serious games playing** – These games help to bring out certain qualities of personality, which it does not suspect.

These games may be associated with choice of colors, paintings, genre directions, symbols, messages on a subconscious level that are associated with certain skills and hidden talents.

4) **Questioning and problem solving** – to stimulate the thinking of learners in the learning environment it needs to be provoked with questions. Since early childhood the system of prohibitions and penalties have applied. It never explains why a question or action is wrong and should not be doing. The learners could receive tasks related to problem solving, instead of being given the decisions or the worst option - not permitted be what is perceived as wrong. Thereby stimulates brain activity and their ability to reflect on their own different problems. They themselves can discern what is right and wrong, what is good and evil for themselves and others. This would lead to more productive thinking, they will have their own assessment and accountability for their actions. Last but not least - thus adolescents consider what

they can do well and what they are not given. It follows a small step towards the development process, to reveal all their creative potential.

5) **Questioning for research** – a very useful creative and innovative technique to stimulate the mental capacity of adolescents is associated with asking open questions for research. That are such questions where just someone gave the answer and questions that will stimulate thinking will lead to the answer by using creativity.

3.2 Creative and innovative techniques and technologies outside the educational environment:

And often that "The element" is related to what you loved to do in childhood, but for one reason or another, is marginalized and suppressed over the years. And adults are encouraged to try new activities. Part of this involves self-discovery and other processes targeted at the individual.

3.2.1. Techniques for self exploration:

1) **Associations with words** - one of the ways to finding of "The element" consists of the following: take a piece of paper and write the words that first come to mind in the fastest manner. Then you can reflect on exactly why these words have been written and what are the reasons which led us to what is the hidden message in them.

2) **Associations with photos and images** – the technique includes taking the magazine, which can be cut out pictures and images of your choice and the creation of collage of them. This can be done in a virtual environment. Today there are hundreds of software products for processing images and creating collages.

3) **Visiting unknown and not visited places** – there are people who never had visited the theater, opera, museum or specific places because of their personal prejudices. This could open new unexpected horizons for the given person – to rise potential possibilities in him. There is a virtual game that stimulates this technique. In the site "Foursquare" there is an option to mark the location visited via mobile phone. The man who had visited the same location more times becomes virtual mayor of the place. This stimulates players to visit new places and brings them prestige in the game and emotions into reality.

4) **Reading books, watching TV, which we has never seen** – expansion of horizons and the general culture are some of the things that can be extremely helpful in every aspect. By themselves innovations are able to get participants to see things from another angle, or otherwise, to discover what had eluded him before.

3.2.2. Techniques for finding of "The elements":

1) **collective serious games playing** – The game includes a collection of groups of adults who should do what they did in childhood - games, drawing, writing. In addition to entertaining and relaxing part of this technique are rediscovering long forgotten talents and passions in the individual. An important part of the finding of "The elements" is stirring the imagination. It is the main factor, the key to success. Today a large part of gatherings of young people happen in the virtual world, such as Internet rooms with the ability to communication in real time. This offers an additional set of tools for creating collective big games.

2) **exchange of roles** – exchange of roles is associated with a creative and innovative technique, applied as a kind of game. The game is not an individual but is group. There the players write what works or what principally is engaged at this stage. After that everybody pick up at random each profession to one of the interlocutors. Interesting and useful for "real" professional is how "amateurs" recreates his profession. In this way the first participant can learn many things about yourself that does not realize because it can look from another angle of the situation. The second part of the

game is related to the return of roles, i.e. each story or played (recreated or presented) that makes or what is considered good. So after the first part he has acquired confidence and self-esteem after he has saw not so successful attempts of "alleged" professional. At the end of the game participants write what they have always been attracted and wanted to do, but have failed to materialize. Again, each participant chooses at random pieces of paper with foreign dreams, as the final idea is for everyone to determine which of the participants concerned. Must be given who can guess has had a dream. It should explain why it came to appropriate conclusions.

In this game, participants learn self-awareness, self-assessment, (mutual acquaintance) mutual understanding and development of creative thinking.

There are many ways to develop creativity in individuals. This can be done by both verbally and through non-verbal techniques. Nonverbal behavior is directly related and complementary verbal, with the proxemics (responsible for the physical distance during communication in different settings), facial expressions (different parts of the face may also have contradictory terms - eyes can say one thing but the expression of the mouth and eyebrows to send completely the opposite message. This once again proves that verbal and nonverbal elements of communication must be in sync.) and other psychological techniques used in the processes of learning and self-discovery.

4. Results and discussion.

4.1. What are the ways to solve the problem?

The outdated education system is responsible for creating the need for large reform - a change in equipment, change in the way teaching methods and engaging teachers with the necessary competencies to carry out this type of activity. You should pay greater attention to psychological minds of adolescents in school and young learners. To monitor their inclinations and talents to be found more easily and earlier their "element" that can change and rationalize their whole life in the future. High personal success is not a prerequisite for successful development. Instead of focusing on the constant comparison between young minds and obligation to learn things they do not understand or interest therein, necessary to pay special attention to what you can do really well, which could develop in themselves to become better and to realize it.

4.2. Tasks of the creative and innovative techniques.

By exposure which was made it is understood that the main tasks of creative and innovative techniques are associated with stimulation of both features and both conditions necessary for the opening of "The elements".

The first and fundamental thing you need to find is passion - what love can do that gives pleasure, it makes us feel happy, makes sense of our lives. Sometimes we find their passion early in her childhood, and sometimes as adults. Some of us never find their passion, because they forget to look for yourself and enter into the trap of everyday life, setting limits to the imagination and development.

In some cases, certain conditions or specific events are reasons to find your passion, even after many years. For example, in his "The element" Ken Robinson has described the case of twelve years boy who lost his eyesight forever under unfortunate accident caused by abnormal chemical reaction in the chemistry hour. But what is impressive in this case? Instead of starting to see negative things, to close himself in and angrier, this guy has continued his education, graduated from a prestigious university, learned the Braille alphabet and enjoy life. Later, in his adult years He found what was the reason for what happened to him. Thanks to its relentless, selfless

faith, the boy become a man, helps to create a vaccine against fighting blindness of insect species in Africa. From this blindness affected millions of children. Blindness of one helps others to keep their vision [1].

This is a typical example of the existence of good reason, certain events happen or not happen. So looking for passion, an individual must go back in time, rethinking and reinventing events, hobbies, situations and everything that he may be of assistance towards the finding of its "The element".

The next task in a creative and innovative techniques is the determination of desire - whether we like to do something in principle, but we do or aspire to do at any price, because they connect with their own definition.

Extremely important to find "The elements" is the attitude. It is this that opens doors and creates opportunities for our implementation.

If the person is prepared to seek new ways to express himself, develop skills, approaching nearest to the needs, then it will have to countless horizons. A person will be able to realize in what he likes to do. This will be useful to himself and others.

Creative and innovative techniques have essential importance to stimulate the imagination in person. They also develop the creative potential in the right direction.

5. Conclusion.

According to Ken Robinson imagination is activated in a collective environment much easier than the individual. Sometimes someone else's behavior, words or gestures can guide us to what we presume that we have. Therefore, collective participation in creative and innovative training is essential for its success.

To be successful, this cognitive process is optional and teachers to discover their creative potential by using their creativity in the scheme of education. This will make the necessary feedback between trainer and learner.

Ken Robinson summarizes the main views in the following manner: stimulating imagination, putting no problems to resolve and ability to form groups.

There is no universal way to find "The element" and there is not a single "The element". It is individual for each of us. For someone "The element" is connected with his work - painting cartoon in another with his hobby - cooking for others - with his duties as childcare. Whatever the "element" is all of us, he must find and develop. Those who loves painting can become an artist, designer or otherwise in any way connected with his favorite activity. Those who loves to cook can do it not only for himself and his family, but to open his restaurant in which to practice their passion. The woman who loves to deal with raising children can become a nanny to work in kindergarten or in another type of institution dealing with education of children.

Creative and innovative courses are modern and effective way to contribute to the improvement of each of us. And finally, the development of "element" leads to an increased probability of detection adequate role functions of the personality - of what it is called to do most effectively, in whatever area or specialty has been profiled, or is absorbed or completed.

6. Reference

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