

# Investigate the relationship between intelligence and creativity in childhood

*Narjeskhaton Faramarzi<sup>1\*</sup>, Shirin Rihani<sup>2</sup>, Zahra Sadeghzadeh<sup>3</sup>, Rahmatollah Kharazmi rahimabadi<sup>4</sup> and Zahra Heidari Soufiani<sup>5</sup>*

<sup>1</sup>Provincial Leader in Elementary Education, Guilan, Iran

<sup>2</sup>M.A of Educational Research and Leaders preschool education.Rasht. Guilan, Iran

<sup>3</sup>Officer of Learning Disorders Department ,Esfhan, Iran

<sup>4</sup>Chairman of Guilan Special Education Association-Rasht- Guilan -Iran

<sup>5</sup>Researcher in CCLD Dehkoda "Correction Center For Learning Disorder", Rasht, Guilan, Iran

## ARTICLE INFO

### Article history:

Received 02 Mar 2015

Received in revised form 22 Apr 2015

Accepted 08 May 2015

### Keywords:

intelligence,  
creativity,  
childhood

## ABSTRACT

**Objective:** The growth of intelligence in childhood, and most obvious of the human mental activity.

**Methodology:** Bloom found that about 50% of intelligence growth from birth to 4 years, about 30% aged 4 to 8 years and the remaining 20% between the ages of 8 and 17 years old form. intelligence structures of the most important psychological constructs as well as creativity, as well as the psychological characteristics that are considered important in a society dedicated to the psychologists and people like Guildford, Torrance and addressed several theories have been proposed. **Results:** Regarding the relationship between creativity and intelligence and the importance of the role and formation of childhood and children at an early age in this paper was the importance of the relationship between the structure of intelligence and creativity and mental abilities and development of creativity in children considered and to review the literature on the relationship between intelligence and creativity in childhood and it was paid.

**Conclusion:** Therefore nurture and reinforce the importance of creativity and intelligence and the importance of childhood in this paper was to examine the relationship between intelligence and creativity in childhood.

## 1. Introduction

Structures intelligence as one of the most important structures that have been proposed in psychological science and Greats, color and the science itself has found. Intelligence Structures of most important psychological structures are that in all fields of psychology even the psychology of the characters introduced in field applications psychological reinforcement of the importance and necessity is increasingly important. Also, creativity has been considered as one of the psychological characteristics that great importance of community psychologists dedicated to and people like Guildford, Torrance, and to it have paid and the several theories have been proposed and that the creation Of various aspects such as initiative, a fluid, flexible and has expanded (Sharifi, 1997). Many psychologists such as Binet & Simon (1905), believe that understanding rate and human understanding, he stemmed of intelligence. They believe that a good understanding the good reason of intelligence activities is basic. Hence, intelligence knows a fundamental intellectual talent that change or the lack of it for practical life, greatest significance (Roid, 2005).

\*Corresponding author: Narjeskhaton.Faramarzi@gmail.com

DOI: <https://doi.org/10.24200/jsshr.vol3iss02pp1-3>

## 2. Materials and Methods

Different theories about the effects of intelligence on Rate understanding there that believe that the intelligence leading to Increase a greater understanding of the environment and the ability to adapt with environment increases. This group Of theorists, Believe intelligent people, abstract thinking, learning Of experience, problem solving, adapting to with new situations and focus and continuity in use Of abilities for to arrive goals that lead to a greater understanding In the people of own to show spent., and issues and to better understand environmental phenomena. In this context arises, Creative people, understanding and better understanding from affairs show; because they are able to understand the problems of the various aspects and content And various issues by using various methods and in the end to understand subject or issue the gain (Singh & Dwivedi, 2013).

Sternberg (1988), In theory, Interactive own actually response to the need for a multi-dimensional view of creativity, while expressed that divergent thinking, only part of creativity is not all, creativity considered a multifaceted phenomenon, express creativity outcome three dimensions of intelligence, cognitive style and personality / motivation is and same combination dimensions cause, people in thought and action, creative or immoral act. Thus, hypothesis, to one the surface specific from IQ means about 120, there is correlation between intelligence and creativity abilities. But higher than IQ 120, this correlation is not seen (Seif, 2002).

As one new psychological analysis, in analysis from children's development, Forming capacity conflict creative children at an early age, he can count on. Torrance believes that humans need for survival and development of children's creative power is used. Human creativity is the most important weapon and with it could be destroy from pressures of everyday life.

Children today are the future owners, community and schools can have a significant effect on creativity. In first three decades of environmental impact studies, such as community, family and school environment, confirmed on creativity (Sternberg, 2001).

Obviously, the educational system must nurture people with critical thinking and creative problem solving and open nodes that have problems, emphasizes, not the accumulation of knowledge that will be outdated quickly (Mshklany, 2005).

The importance of creativity for education and society has been emphasized in many sources. Organization for Economic Cooperation and Development before the last ten years, innovation as a core knowledge society recognized. Also creativity as a sign of the revival of society ((Seif, 2002).

## 3. Results and Discussion

Opinion Sternberg (2001), and Mshklany (2005), the meaning of creativity and the development of individual potential development capabilities innate (inborn), respectively. Both of these goals with maintain appropriate and adequate conditions for learning and by using from specific training programs, are available (Csermely, 2007).

Sternberg (2001) also researchers are extensive studies on the thought, intelligence and creative thinking. He believes that the current thinking is continuous and cannot be human intellectual abilities without regard to the context in which it operates and is engaged in pay. Sternberg relationship Thinking and intelligence with internal world and experience with individual external world will be discussed. He was creative thought of metacognition that to internal world concerned and including planning; monitoring and evaluation of cognitive function are not separated.

Since Kant, philosopher age of Enlightenment, at one of the principle that suggests that educational planners, making notes, children should not for now, but also should be for the future of education (Mirlohi, 1992). Therefore predictions what knowledge is needed for deal effectively with the environment, to will become increasingly difficult (Qasemzadeh , 1996). Therefore education should be Compromise their Role to change their generative Role (shahraray, 1996), and thus, to training man who has the for thinking, innovation, knowledge and be prepared to deal with unknown and difficult situations (shahraray, 1996).

## 4. Conclusion:

If related research shows that intelligence and creativity, there minimal intelligence necessary to do creative work. Most findings suggest a link between intelligence and understanding and creativity. As an important condition for the growth and development any society there aware individuals, efficient and creative; Therefore nurture and reinforce the importance of creativity and intelligence and the importance of childhood in this paper was to examine the relationship between intelligence and creativity in childhood.

## REFERENCES

- Binet, A., & Simon, T. 1905. New methods for the diagnosis of the intellectual level of subnormals. *L'annee Psychologique*, 12, 191-244.
- Cachia, R., & Ferrari, A. 2010. Creativity in schools: A survey of teachers in Europe (No. JRC59232). Joint Research Centre (Seville site).
- Csermely, P. 2007. Creativity Training Programme—a Part of Gifted Education Programmes in Lithuania. *Science Education: Models and Networking of Student Research Training Under 21*, 16.
- Mirlohi, S. H. 1992. In Search of the criteria for selection of content. *Journal of Education*. 8(2).
- Mshklany, P. 2005. Creativity and creative learning coaches. *Doctrine*, 25(51), 49-55.
- Qasemzadeh, H. 1996. Educational planning for learning and creative thinking. *Journal of Engineering*. (3-4), 34-38.
- Roid, H. G. 2005. *Manual stanford bitnet, intelligence scales for early childhood*, fifth edition, Riverside Publishing A Houghton.
- Seif, A. 2002. *Educational Psychology'(Learning & Training Psychology)*, Tehran.

- Singh, D. P., & Dwivedi, D. Y. 2013. SOCIAL MEDIA AND AWARENESS IN GLOBAL SOCIETY. *Humanities & Social Sciences Reviews*, 1(1), 48-56.  
Retrieved from <https://giapjournals.com/index.php/hssr/article/view/hssr117>.
- Shahraray, A. 1996. On the eve of the twenty-first century education is desirable. *Educational Research*. 4(3-4).
- Sharifi, H. P. 1997. Theory and application of intelligence and personality tests. Tehran: Publication of the Sokhan.
- Sternberg, R. J. 1988. *The Nature of Creativity*. New York:Cambridge university press.
- Sternberg, R. J. 2001. *Thinking styles*, translated Aladdin Ahari, Ali Akbar Khosravi, Dadar publications.

#### How to Cite this Article:

Faramarzi N., Rihani SH., Sadeghzadeh Z., Kharazmi rahimabadi R., Heidari Soufiani Z., Investigate the relationship between intelligence and creativity in childhood, *Uct Journal of Social Sciences and Humanities Research* 02 (2015) 1–3.