



Stimulating Creativity through Different Types of Compositions in Primary Education

Călin Iuliana¹

Abstract: Creativity, considered an essential competence of the 21st century, needs varied learning contexts to develop from the early years of school. Compositions represent a teaching tool with high potential for the formation of imagination, expressiveness and divergent thinking. This study analyzes the ways in which different types of compositions – narrative, descriptive, imaginary and based on images – contribute to stimulating the creativity of primary school students. The research was carried out through observation, product analysis and pedagogical experiment. The results indicate a visible increase in students' originality, coherence and motivation when writing activities are diversified and integrated into interactive learning contexts.

Keywords: Creativity; learning; graphic formation of imagination; compositions; primary school students; active learning

1. Introduction

Creativity is one of the central values of modern education, being associated with cognitive flexibility, adaptability and the capacity for innovation. In primary education, the period in which the fundamental structures of thinking are formed, stimulating creativity is a necessary and effective didactic approach.

¹ Senior Lecturer, Danubius International University of Galați, Romania, Address: 3 Galati Blvd., Galați 800654, Romania, Corresponding author: iulianacalin@univ-danubius.ro



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Composition writing activities constitute an opportunity for students to explore language, to freely express their imagination and to create original connections between ideas.

Compositions, through the variety of their forms, allow students to develop cognitive, affective and linguistic skills in a playful and formative context. In addition, current teaching methods encourage interactive and student-centered approaches, favoring creative activities. Thus, the purpose of this study is to highlight the role of compositions in the development of creativity in primary school students and to identify effective strategies that can be applied in pedagogical practice.

2. Research Objectives

The study aims to:

1. Identify the types of essays that promote the development of creativity in primary education.
2. Analyze the impact of narrative, imaginative, descriptive and image-based essays on students' creativity.
3. Evaluate students' motivation and level of involvement in creative writing activities.
4. Formulate pedagogical recommendations for the use of essays in the development of creative skills.

Theoretical Framework

Creativity is defined as the ability to produce new, useful and original ideas. In the educational process, this manifests itself through divergent thinking, imagination, the capacity for symbolization and emotional expressiveness. For young students, creativity is closely linked to play, storytelling and free expression.

Compositions represent a type of complex activity, involving cognitive processes such as:

- generating ideas,
- selecting and organizing information,
- structuring discourse,

- coherent and expressive expression.

Pedagogical literature emphasizes that creative writing contributes to the development of language, empathy, imagination and problem-solving skills. The types of compositions used in the primary cycle – compositions based on images, imaginary compositions, creative rewrites, descriptions, compositions with a given beginning or end – stimulate student thinking through open, accessible and attractive tasks.

Research Methodology

The research was conducted on a sample of students from grades II–IV, within a period of 6–8 weeks. The following methods were used:

1. Systematic observation

The students' attitude towards writing, the degree of involvement and the ways of expression were monitored.

2. Analysis of the products of students' activity

The compositions written before and after the application of pedagogical interventions were compared.

3. Pedagogical experiment

It consisted of introducing a set of creative writing activities, including:

- compositions after sequential images,
- compositions with an open ending,
- imaginative stories,
- creative rewriting of known texts,
- compositions inspired by music or role-playing games.

4. Questionnaires

Students and teachers completed short assessment instruments for motivation and perception of the activities.

The indicators analyzed were: originality of ideas, text structure, vocabulary, expressiveness, coherence and emotional involvement.

Results and Interpretations

The analysis of the obtained data reveals a series of significant changes:

1. Increased originality

Imaginative compositions led students to create new characters, unexpected situations and surprising endings.

2. Diversified vocabulary

After applying the methods, students used richer language, descriptive expressions and varied adjectives.

3. Improved coherence and structure

The guided activities helped students to better respect the narrative structure: introduction, content and conclusion.

4. Increased motivation

Most students reported that they enjoy creating stories when the activities are interactive (pictures, music, role-playing, team writing).

5. Developing confidence

Students were more willing to express their personal ideas, without fear of mistakes, which denotes an increase in creative freedom.

The results confirm that diversifying the types of compositions contributes significantly to the development of creativity, divergent thinking and expressiveness of students.

Examples of Applied Activities

1. Story after sequential images

Students received four illustrations and built a coherent narrative. The activity stimulated narrative logic and imagination.

2. Alternative ending for a known story

New endings to traditional stories were proposed, which developed critical and creative thinking.

3. Composition starting from a “surprise phrase”

Example: “When I entered the classroom, I discovered that my desk was no longer a simple desk...”

Students continued the story according to their own imaginations.

4. Collaborative Writing – “Story Relay”

Each student completed a sentence, resulting in a collective story full of unpredictable elements.

5. Composition inspired by music

Listening to a musical fragment was followed by writing a composition based on the emotions and images suggested by the rhythm.

3. Conclusions

The study demonstrates that essay writing activities, when diversified and adapted to age, are an effective tool for stimulating creativity in primary school students. Creative writing exercises contribute to language development, imagination formation, increased motivation and the consolidation of essential skills for long-term learning. Therefore, the constant integration of imaginative, descriptive or image-based essays in teaching practice becomes a necessary condition for cultivating the child's creative potential and for training students capable of independent and original thinking.

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