

CREATIVE EDUCATION IN THE CONTEXT OF THE KNOWLEDGE ECONOMY

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Abstract: *We live in a society governed by the 3C - communication, knowledge, creativity. To perform, the present society "forces us": to communicate quickly and effectively; to act in a knowledge economy; to live, work and think creatively. But are we educated for this? This scientific approach assumes no responsibility to give a clear answer to this question, but only to submit creative role of education in the knowledge society and highlight the importance of creativity in the educational process. We believe that creative education can develop competent people in the knowledge economy and competitive in today's society.*

Keywords: *creative education, knowledge economy, communication, educational process*

JEL Classification: I21, I23, D83

INTRODUCTION

Currently, EU countries are still facing with the effects of the economic crisis, which manifests itself primarily at the social level. Phenomena of contemporary society are increasingly of social-economic and definitive solutions to overcome this crisis seem to come mostly from social sphere that can influence economics. An undeniable factor of development of viable companies, including economically, is education. This scientific approach advocates an education to undergo any "rigors" of the 3 C - communication, knowledge, creativity, so as to "produce" quality people in communities, employees performing, competitive employers etc. In this general context, will customize creative education as a complex form of education that combines formality whit non-formality, in order to develop competent people and competitive in the knowledge based economy.

1. ABOUT COMMUNICATION IN THE KNOWLEDGE SOCIETY

Communication is the most important thing in a person's life. She shows the level of culture, the level of intelligence and a chance to succeed in society.

In a generic sense, communication is the exchange of messages between at least two people, including one issue (express) and other information it receives (understands), provided that the partners know the code (to know the same language).

In today's society, of knowledge, ability to communicate is a prerequisite for the process of building interpersonal relationships and social integration. Moreover, improving communication skills is a priority point in the development of every individual person wishing to adapt knowledge economy.

Many people consider the communication process as a simple process because in most people it flows relatively easily. If we think though what constitutes communication, we will be surprised by how complex is this process in reality.

The knowledge society is more than only informational society and information society, enclosing them actually on them. From the moment when the Internet with great advantages it brings (e-mail, electronic commerce and electronic transactions, Internet

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market, the distribution of e-content, etc.) by including in the sphere of electronic information to a large number of citizens pass the information society.

Knowledge is information with meaning and operating information. Therefore knowledge society is possible only grafted on informational society and it can not be separated from it. At the same time, it is more than informational society through the major recurring role of information - knowledge in society.

The knowledge society requires: expand and deepen scientific knowledge, technical, economical, social etc.; existing and future knowledge management in organizations; knowledge production through creation and innovation; dissemination of knowledge - communicating knowledge - to all those concerned by new means, using mainly the Internet and eBook and using modern methods of learning (e-learning).

A term increasingly used lately is the *new economy* or *knowledge economy*. In the knowledge society really form a new economy, which will cover the knowledge economy. Therefore, the modern economy is actually an economy of informational and knowledge society. The informational society has brought to market the *Internet*. In this context, it seems the communication rules were changed and the new role of information in terms of the Internet has opened a new economy period. Terms *New Economy*, *Knowledge Economy* and *Knowledge Economy* are increasingly used both in literature and in everyday speech. One of the meanings of these terms is: economy based on Internet or digital economy. However, the new economy can not be reduced only to the digital economy (or Internet), because, besides the objective of informational and knowledge society, in XXI century mankind must attain a sustainable society and the state in environmentally and socially terms. More broadly, *New Economy* is based on knowledge creation, use knowledge in the economic field, in particular through innovation, creativity and novelty on integrated solutions etc. Innovation in the new economy is the ability to assimilate and convert new knowledge to improve productivity and to create new products and services. Without innovation and novelty we can not talk about a different kind of economy.

Therefore the new economy requires the creation and development organizations to encourage creative, innovative and novelty, which may be incurred through cooperation between companies, universities and research institutes governmental or public (including academic). In Finland, 40% of innovative companies have emerged through cooperation with government research facility, in Norway and Denmark 20%, in Germany 15%. Also, the percentage of companies emerged through cooperation agreements with universities of private enterprises is 50% in Finland, 20% in Norway and Denmark, 10% in Germany.

Specifically, we can see that it actually creates a specific culture of knowledge society and economy. The role of leaders in the new organization or the deconstructed and reconstructed is to help support this new culture.

2. ABOUT KNOWLEDGE IN THE KNOWLEDGE ECONOMY

In the XXI century, knowledge gained new significance and meaning compared to classical and modern philosophies on this concept. Knowledge is no longer a mere mental process human, but extremely complex, including artificial intelligence systems, industry organizations, economic and social organizations comprising people acting in collaboration with software agents, the intelligent robots and the network Internet. In the modern economy, knowledge has become an important economic and social factor and began to be subjected to the processes of management. Technological and organizational knowledge becomes as important as the fundamental scientific knowledge.

Knowledge society issue was placed for the first time early this century with the explosion of global communication via the Internet. This represented an evolution of the

informational society. The knowledge economy has emerged naturally, given that all the social phenomena have an economic side.

Currently, in the context of the obvious developments of global information society, the knowledge of individuals within a community can create prerequisites for true equality of life chances and globality, to create a new prosperous economy based on knowledge and culture involving citizens of a country. Individual awareness is transferable and is accumulated at a collective level. *In the context of the knowledge economy, the most important knowledge is to know to do something, to create something.* It assumes that the world man lives in a social and cultural environment for knowledge is primarily practical and common, not theoretical. Thus, Encarta® Pocket Dictionary © 1999 developed by Microsoft Corporation defines knowledge as follows: "information in mind; specific information; know-how; All That CAN BE known; learning through experience or study" (information in mind, specific intelligence; knowing how to do it; all that can be known; learning through experience or study). Knowledge as an economic factor represents a new approach in the context where, for centuries, were considered factors of production (economic) just labor, nature and capital, neglecting the role of knowledge as a distinct factor of production. Currently, knowledge is accepted as a real economic factor of major importance, intellectual capital represented by an individual or an organization (company, firm, etc.). In the knowledge economy there is no sustainable advantage other than what an individual / firm knows how you can use what you know and how fast can learn / create something new. In addition to the technical, technological and informational elements on which depends the development of the knowledge society, also occur a number of functional variables, such as: knowledge management for organizations (businesses, institutions, administrations, etc.); moral knowledge management use globally; knowledge determined of biological and physiological characteristics; protecting the environment and ensuring sustainable society through sustainable management and specific knowledge; deepen the knowledge about the existence; generating new technological knowledge; develop a culture of knowledge and innovation; an education system based on the knowledge and informational society methods (e-learning); education models based on creativity and originality etc. The number of vectors on which depends the development of the knowledge society may be growing, as more and more fields will be increasingly dependent on knowledge. In this context will appear notions and concepts, such as intellectual capital; creative skills; creative communication; innovative organization; creative management; Knowledge education etc.

Given that people work together collaborating, all human values may be greater than the sum of its parts, whether the organization has managed to form a team that creative ability is stimulated. Future economic success will belong to your organization through training is concerned with the continued development of its intellectual capital, developing its knowledge base.

3. ABOUT CREATIVITY AND CREATIVE EDUCATION

In a generic sense, education is an activity that are developed intellectual qualities, moral and physical one, and creativity (ability to create). In this context, we define education as being the creative learning process that develops creative ability of the individual competences and skills based on physical, moral and intellectual strengths.

Looking over the time, human society, we find that there are certain "thresholds of development" each leading company at a superior organization and existence plans. These thresholds have been named revolution by specialists. Thus, we could see: the industrial revolution, agricultural, trade, etc. The human society changes to currently increasingly

faster. There are two important factors that determine the changes that are taking place in society, thus making the transition from industrial-type economy to "new economy" based on knowledge, namely: technical revolution - scientific; globalization.

The concept of *creative education* and its role in training future employees top, realistic and sustainable, has been studied more extensively in recent years, given the necessary: applied research, implement innovation and innovation in the economy, adapting organizations in a medium increasingly fierce competition and rapid changes occurring in the social and economic situation, product quality standards rising, etc. Thus, we can highlight the Drucker Foundation, which has conducted numerous studies on "*Organization of the Future*" (2001) and authors like: Hutu, C. A. (1999), Hoza, M. G. (2000), Pricop, M., Tantau, A. (2000), Badaracco Jr., L. J. (2009), etc., who studied XXI century enterprise as their smart, new creative organizational culture and the need for education, transfer of technology, globalization and business strategy, leadership and the importance of leadership in today's society etc.

Currently, knowledge and human capital are key factors in any economic and social policy. In this context, it needs competent individuals, creative, easily adaptable, respectively flexible and innovative organizations. In every organization (collectively, firm, administration, etc.) are "hidden reservoirs of knowledge" (key people) to be harnessed to help increase profits and efficiency of the organization. In knowledge management is considered of strategic importance: knowing the product; transfer of knowledge through best practices; knowledge of customer focus; creativity and individual responsibility in the service of knowledge; intellectual asset management.

From another perspective, knowledge management refers to the control and use of creative capital in an organization. The key to success in the knowledge economy is not represented by hardware (electronic), but those who use and create these resources. Also must find a balance between economic use and use of moral knowledge. Use management must be clearly defined moral sphere of scientific knowledge in the globalized society.

Small businesses and start-ups are a reality of the global economy, in which the flexibility and creativity play a much greater now than in the past. Creative actions, both collective and individual, are materialized mainly on capacity building for development of small businesses or start-ups. The early stages of life of a small new - the establishing, as first steps in a career of a graduate, are the most difficult, but can lead to success if there are concrete ideas, creative, clever, engaged in reality a product innovative.

A quality educational process must be based on creative education. Through the national development programs, regional and local, must be promoted and supported entrepreneurial culture and increasing participation of local entrepreneurs, especially young people, to increase national competitiveness. Through curricula and continuous training should be introduced as mandatory creative education at all levels and in all disciplines. Each element must be presented theoretical and practical in terms of relevance.

In general, *creativity* is defined as the ability to imagine, to conceive and achieve something new, original, unique. A rather broad, which attempts to take into account the dimensions of moral, ethical and religious aspects of human creativity could be: "Creativity is the ability and willingness to venture into the unknown, using imagination in order to achieve a new thing, functional and great" (David Witt). According to this definition, creativity involves a number of elements, such as: creativity is a gift, an exclusive attribute human (animals not creative), which is improved from generation to generation; creativity is influenced largely by the voluntary actions of people (most of the people are deprived of creativity because there have never seriously proposed to be creative); creativity varies depending on the individual's age: it is highest around the age of 6-9 years and then descends steadily and reaching a first point of the minimum age of 30

years to grow back on 40 years to reach a new low around 50 years, then increase again gradually come closer to old age (maybe that's why they like grandchildren to hear stories of grandparents and tend to get bored narratives dull scrape of their young fathers); creativity is stimulated by contact with the unknown, with which we are familiar, but that does not mean to be creative we must do all things "new", but it is enough sometimes to do familiar things in a new way, with that we are not used, or in a new context (a new organization, a new environment, etc.); imagination is the most important human faculty in terms of creativity, it can be defined as the ability to synthesize various mental images, creating completely new images from them; to be truly an original creation, valuable work have imagined not only in practice but also to operate satisfactorily; distinctive element is the novelty of the concept of creativity; if it does not exist, there can be no creativity.

4. ROLE OF CREATIVE EDUCATION IN KNOWLEDGE ECONOMY

Learning can be seen as the evolution of knowledge over time. Knowledge is a mental property that was born, and then, through discovery, experimentation, learning and education, this turns. In our opinion the best form of development of knowledge through education is the creative that turns theory into practice at every step. The major advantage is that through creative education can be enabled all fundamental human senses, thus enhancing learning effects. Specifically, knowledge can not be measured, only its effects. Knowledge can not be constituted as a stock of raw materials that they can use when needed, but is a stream, a circuit, a "good" that is constantly evolving. In this flow is manifested mixture of experience and inspiration of people who create knowledge that apply in everyday life, at work, in technological processes in business management etc.

In modern organizations (be they economic or social) generate new knowledge (creative and innovative) is a specialized activity of a department of research and development, but is a way of behavior and a way of being of all its members. In each such an organization is a knowledge worker, which gives it the character of an entrepreneur.

In modern economies, companies paramount importance, being the main "consumers" and "providers" of knowledge. But individuals are those who find specific ways of resolving problems that are often very difficult to duplicate in other organizations or even within the organization itself. In turn, organizational knowledge are "stored" in a great measure, the operating procedures, technological processes and rules of higher level (about what to do when something goes wrong or how to change operating systems) that companies should adopt to: problem solving; tasks and objectives; obtaining production; studies and research; marketing activities etc.

In the knowledge economy "production" of ideas, not of goods is the main source of economic growth, and why new technologies, operating systems and telecommunications etc. are revolutionary. In this context, the industrial revolution of modern ideas in their latest forms - research results, diagrams, drawings, protocols, plans, chemical formulas, designs marketing etc. - are distributed instantly and in a coherent manner to anyone, anywhere in the world.

Innovation and entrepreneurship do not appear arbitrary, but they must be developed nationally through major investments in technological education, creative education, research, supportive policies and infrastructure for business development. The labor market is changing faster and faster, and competition is getting worse with the increasing number of those who have realized that it is good to train in advance if you want to catch the place you want. Moreover, the race to the desired station has been globalized for the most skilled Romanian. In these circumstances only the well-trained, well-informed and well-trained will be able to notice and develop the knowledge economy.

Creative education will be able to "produce" individuals who knowingly to know: who they are and what they can (which have real skills and competencies); they want to do in life and society; how that will work and how they will apply what they have learned.

Full transformation into a true knowledge economy requires rewriting rules and practices concerning the industrial economy to achieve success, to take account of knowledge resources (expertise, creativity, know-how etc.) in the same way that it keeps account other economic resources.

In the knowledge economy there is a number of differences from the classical economics such as: is more an "economy of abundance" - information and knowledge grow as they are used (while classical resources are consumed by use); communication is considered increasingly more, a fundamental necessity flows of knowledge, which gives vital social structures, cultural contexts and other determinants of social relations; products and services to "contain" more knowledge and creativity sell at a higher price than other comparable conventional products; perceived value and the price paid may vary greatly in the case of products incorporating much knowledge and creativity are valued very differently by different individuals or at different times; the importance of geographical location is much diminished due to the development and diversification of media; knowledge of integrated systems and processes has a higher value than is kept only in the minds of workers; workers' skills are a key component of value, although information on skill levels do not yet appear in the annual reports.

One thing of great importance in the new economy will be the distribution of knowledge among society. The society will be able to develop, acquire and use information, the more it will become richer. Knowledge can be associated human capital, but the two concepts do not overlap exactly. As more and more work is conducted intellectually, holding and manipulating information becomes an essential quality for any employee. However, manual labor are essentially or requiring first exercise. It also goes beyond the scope of human knowledge, that information can be produced, stored and manipulated and artificially, i.e. primarily electronic.

Information can be tacit and explicit. It turns, one at a time, from one to the other. The information may be associated with tacit know-how, i.e. the ability to "solve" various problems, to "do" things. The accumulation of tacit information may be made only through learning. When the information to be communicated, it becomes explicit information. In the future, a person must possess not only the know-how, i.e. physical, psychological and mental (training, education, labor force, resistance to stress, etc.), but also know-what (knowledge information, data about phenomena and processes, etc.), know the why (understanding phenomena) as well as know-who (the ability to interact with people holding information). On a personal level, individuals will have, and they adapt to new changes. Thus, employees will become increasingly valued for their native qualities, such as creativity, spontaneity, speed decision making etc. Physical labor will become increasingly less appreciated. The exception will be the service sector, where physical work based on skills learned in time (e.g. in hairdressing, beauty salons, reception of hotels, bars and restaurants serving, information offices, etc.) will continue to hold a significant share.

Young people will have to prepare becoming more and develop skills native to face competition in the labor market. Labor mobility means that, as firms will no longer have a monopoly on the commodity market, nor professionals will no longer have a monopoly on the labor market. A manager in Germany will compete for his own job not only with other local managers but the managers worldwide. The station will be higher in the company hierarchy, and greater responsibility, the company will neglect the cost of bringing new employees for work experience and capacity of the individual.

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In our opinion, creative education should not be missing from any Romanian strategy for economic recovery. In this regard, it is necessary, firstly, increase investment in education so that it could go from the current state of the prevailing theoretical to that of prevailing practice (applied, creative). According to surveys, almost half of Romanian views education as the main factor meant to restart the engines of the national economy.

According to the Eurobarometer, published by the European Union in March. 2011, 47% of Romanian believe that improving education and increasing training could increase and economic performance. It is noteworthy that, on this issue, the percentage recorded in Romania is similar to the average in the EU. After education, the most important measure for overcoming the crisis is "easier to set up a company", especially for young people. 32% of Romanian citizens have opted for this option, the EU average being 33%.

Education, in the current European context, must be ensured in general school, but also through self-education or other education, non-formal, creative, such as work-shops, round tables, excursions, summer schools etc. Education involves an initiation and ongoing training, as current investments for the future of the individual, and therefore of society. An educated man knows how to see creatively and selectively combine creative imagination with reality, to report this to the past, but the future perspective, understand that "life is a competition based on a score and a stopwatch". In our case, the score would be for Romanian education success raising to European standards, and the timer period to achieve these standards as soon as possible.

Practicing creative education system and fostering innovative thinking has become an important task of contemporary schools. Stimulating young people's creativity can be achieved through a sustained and elevated theoretical and practical training; dynamic initiative and independent work, critical thinking and scientific purposes; fostering of independent testing and documentation; receptivity to new; passion for science consistent with every person's skills. Particularly important is the attitude of the teacher's relationship with students. This implies significant changes in both the mentality of teachers and what methods of education and training. First, climate change needs to eliminate bottlenecks cultural and emotive, powerful school in the past. Are required relations distinguished democratic, between students and teachers, which does not mean lower social status of the latter, then how teaching should request participation, students' initiative - it's those active methods unfortunately underused in Romanian schools.

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