

Picture of Everyday Creativity in the Narrative Perspective – Analysis of a Case

Abstract

The subject of the theoretical reflection and the empirical research of the presented paper is a category of everyday creativity. The research focused on the influence of subjective and social factors on undertaking creative and innovative actions by students. Special attention was paid to the environment of everyday creativity, perceiving it as a space for growth, development and stimulation of the student's everyday creativity. The presented paper is an attempt at practical use of a narrative inquiry in research on creativity, precisely the conditions and specific nature of everyday creativity.

Key words: *creativity pedagogy, everyday creativity, peer group, domestic and educational environment.*

Introduction

The researchers who defined writings on the social science ground emphasise various aspects connected with this term, which may often cause inconsistencies. It happens because the writings appeared in the subject literature not only in the context of material products, but also as a “specific manner of being, of referring to relations with the environment, which is an attitude heading for modification of “which is”, providing a human being with individualization and ipso facto self-realization” (Modrzejewska-Świgulska, 2009). An implication of the above in the contemporary psychology and pedagogy is represented in writings about the dualistic approach to the phenomenon of writing itself. The first approach,