

Recommendations for research and practice:

- to give students some space for experimenting or even taking a risk;
- to teach with the help of creative tasks with the possibility to doubt one correct problem solution;
- to create stimulating environments for students during lessons, and thus to elicit unusual thoughts, vivid fantasy and original ideas;
- to teach future teachers to create creative environments for their future pupils as a stimulation for the development of creativity;
- to expand research into the age categories of middle-age and old adulthood (to increase the sample of late adulthood);
- to expand qualitative research into the relation between creativity and other factors (e.g., in relation to successful intelligence);
- to work out and to implement training programmes focused on the development of self-recognition (self-awareness, self-image, motivation for one's own action, to overcome the barriers of creative thinking) as an important factor for the development of creativity and creative stress-management.

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