

ABSTRACT

The thesis deals with the phenomenon of human creativity and the possibilities of increasing it within the framework of corporate education. It defines creativity from the biological (cognitive) point of view and at the same time describes the creative personality. It points out the status of creativity as one of the key competences of today. In this context, it reminds us of the overload of information that can result in disturbed attention. In relation to creativity, I see this as problematic, for example, in the context of achieving a state of flow. I find the training of focused attention and conscious detachment from chaos and stereotype accompanied by ample time created for self-awareness/self-perception to be extremely beneficial not only for the creative personality. Then there is the deliberate development of the senses and whole brain thinking. I discuss the impact of lifelong learning on the development of creativity and discuss some of its aspects. I point out modern ways of teaching and methods of developing creativity. I also look at the attitude of employers towards creative employees, especially in the area of motivation. I investigate and evaluate the factors that creative employees (in the field of education) consider crucial for the development of their creativity, those that they consider barriers to its development and how they would like to develop their creativity within the framework of corporate education. Furthermore, I examine the effect of personal space size on employee creativity and what space, in terms of size, employees prefer for their creative production.

KEYWORDS

creativity, lifelong learning, methods of creativity development, motivation, corporate training