

This dissertation focuses on creativity in pedagogic practice and its use in the educational and formative process. It comprises a practical and a theoretical part. The theoretical part aims at defining the elementary theoretical bases of creativity; the purpose of the practical part is to show an example of a teacher's creative work leading to the development of the pupils' autonomy, active work and creativity.

The theoretical part deals with creativity in the historical context, it underlines the importance of creativity within the actual curricular reform aiming at supporting creativity of both pupils and teachers and defines the key terms: active work, autonomy and motivation.

Other chapters of the theoretical part analyse in more details the pedagogic perspective of creativity in the context of educational process. They show possibilities and pitfalls of the teacher's and pupil's creative work and adumbrate theoretical bases for the practical part of the dissertation.

The practical part contains a proposal of a year-round project called "The Journey from Egypt to India" designed for pupils of the 3rd grade of the primary school (ages 8 to 9), demonstrating creative use of educational methods.

The end of the dissertation considers possibilities, limits and pitfalls of the theoretical and practical part thereof.

Key Words:

Activating and comprehensive methods; creativity; creative teacher; creative pupil; project "The Journey from Egypt to India".