

Role of Visual and Performing Arts in Developing Creativity among Pre-Service Teachers

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Abstract

In the contemporary educational landscape, fostering creativity among pre-service teachers has become essential for promoting innovative and learner-centered pedagogy. Visual and performing arts, including drawing, painting, music, dance, and drama, offer powerful mediums for imagination, emotional expression, and reflective thinking, which are crucial components of creative teaching. The present study aims to examine the role of visual and performing arts in enhancing creativity among pre-service teachers and to explore how arts-based experiences contribute to their pedagogical development. The objectives of the study are to analyse the influence of artistic engagement on creative thinking, self-expression, and instructional innovation, and to understand its significance in preparing future teachers for holistic classroom practices. Adopting a qualitative and exploratory approach, the study is based on an extensive review of related literature, reflective experiences from teacher education classrooms, and observational insights grounded in constructivist and experiential learning perspectives. The findings indicate that active participation in visual and performing arts enhances originality, imagination, confidence, and emotional sensitivity among pre-service teachers, while also improving their ability to design engaging and meaningful learning experiences. Arts integration encourages flexibility in thinking, nurtures aesthetic appreciation, and strengthens the connection between cognitive and affective domains. The study concludes that visual and performing arts are not merely co-curricular components but essential pedagogical tools for developing creative and reflective teachers. The paper advocates for the systematic integration of arts in teacher education programmes to prepare innovative educators capable of addressing diverse learner needs in the 21st-century classroom.

Keywords: Education; Visual Arts; Performing Arts; Creativity; Pre-Service Teachers; Teacher Education; Qualitative Review; India