Feasibility of Building Climate for Creativity
at University Classroom

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Introduction. The European Commission identified critical skills for this century as the "4C's" of Creativity, Critical Thinking, Communication and Collaboration, thus presenting a new challenge for universities to foster the development of individual skills that allow countries to compete in an increasingly knowledge-based society in which creativity and innovation are critical to future growth and wellbeing.

Aim, Materials and Methods. The aim of the research is to study if it is feasible to embed creativity into the study course "English for Economics and Entrepreneurship" for RSU European study faculty students and to obtain a tangible outcome – the actual object created. Data were collected during the 2nd semester of academic year 2015/2016 from RSU European study faculty students taking part in a two-stage research. At the first stage, students studied factors that influence students' choice of the university and were given an alternative either to make original videos on the topic or deliver regular presentations. There were 6 groups of students, altogether 12 students, who chose to makr videos instead of a regular presentation. In their works, they interviewed Latvian as well as foreign students who shared their experience at RSU, mentioning both positive sides and areas for improvement. One work included interviews with academic staff members. The second stage of the research involved 38 students who were asked to express their opinion on feasibility of building creative environment in the classroom and on factors that foster creativity in the classroom. Information was gathered in the form of a structured essay.

Results. The total number of students highly appreciate fostering of creative climate emphasizing that in the world fraught with uncertainty creative skills are vital. The factors that are most frequently mentioned by students as facilitating creative approach, fall into the following categories:
- atmosphere of trust, openness;
- collaborative learning, group work and projects;
- determination, fearlessness, confidence, risk-taking;
- imagination, curiosity, intrinsic motivation;
- incorporation of technology.

Creativity involves two things: the process of creating and the product created. Engaging students' creative energy resulted in 6 works. Students stressed that watching original videos was much more exciting compared to listening to regular presentations as arising curiosity and encouraging sharing of ideas, they admitted that participating in the project they got the opportunity to enhance their teamwork and collaboration skills.

Conclusions. There is no doubt that educational systems and programmes should deliver the skills needed for the post-industrial and globalized economies and organisations of the 21st century. Igniting creativity energy unlocks new mode of thought, thus contributing to the personal development of students as well as enhancing overall competitiveness of the university.

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