

# الإسلامية المعرفية

مجلة فكرية فصلية محكمة يصورها المعهد العالمي للفكر الإسلامي

عدد خاص عن التقليد الإبداعي

بحوث ودراسات

مفهوم الإبداع في النسقية الإسلامية

عبد القادر رمزي

التفكير الإبداعي: مفهومه، والحاجة إليه،

وأساليب تنميته في المجتمعات الإسلامية

عبد الحلیم محمود السيد

فلسفة الترجمة الفلسفية وشروط الإبداع الحضاري

ببعديه الرمزي والضعلي

أبو يعرب المرزوقي

التفكير الإبداعي في المناهج الدراسية

لمقررات الفقه وأصوله

فريدة زوزو

تجربة الجامعة الإسلامية العالمية بماليزيا

في تدريس مادة التفكير الإبداعي

جمال بادي

بسم الله الرحمن الرحيم

## هوية المجلة وأهدافها

إسلامية المعرفة منبر مفتوح لتحاوور العقول وتناظر الأفكار والآراء بهدف إلى:

■ إعادة صياغة المعرفة الإنسانية وفق الرؤية الكونية التوحيدية من خلال الجمع بين القراءتين: قراءة الوحي وقراءة الكون.

■ الإصلاح المنهجي للفكر الإسلامي، وإعطاء الاجتهاد مفهومه الشامل بوصفه يمثل التفاعل المستمر للعقل المسلم مع الوحي الإلهي؛ سعياً لتحقيق مقاصده وأحكامه وتوجيهاته فكرياً وسلوكياً ونظماً ومؤسسات، في إطار الأوضاع الاجتماعية والتاريخية المتغيرة.

■ العمل على تطوير وبلورة البديل المعرفي الإسلامي في العلوم الإنسانية والاجتماعية، على أساس من التمثيل المنهجي للرؤية الكونية التوحيدية والقيم الأساسية والمقاصد العليا للإسلام من ناحية، والتمثل العلمي النقدي لمعطيات الخبرة العلمية والعملية الإنسانية في عمومها وشمولها من ناحية أخرى.

وتسعى المجلة إلى تحقيق هذه الغايات والمقاصد الكبرى من خلال التركيز على المحاور الرئيسية

التالية:

■ قضايا المعرفة: وما يتعلق بها من رؤية كلية ومنهجية في التفكير والبحث.

■ منهجية التعامل مع القرآن الكريم بوصفه أساس المرجعية الإسلامية، ومع السنة النبوية بوصفها بياناً لأحكامه وتوجيهاته.

■ منهجية التعامل مع التراث الإسلامي بوصفه تجسيداً للخبرة التاريخية للأمم، يعكس تفاعل العقل المسلم مع نصوص الوحي لتنزيل قيمه وتحقيق مقاصده في السياق التاريخي والاجتماعي.

■ منهجية التعامل مع التراث الإنساني عموماً، والتراث الغربي خصوصاً، تعاملًا علمياً ونقدياً يستوعب حكمته وإيجابياته، ويتجاوز قصوره وسلبياته.

**عدد خاص عن التفكير الإبداعي**

**بحوث ودراسات**

:

5

11

47

:

89

141

167

183

**Creative Thinking From Islamic Perspective**

199

205

215

221

225

229



.

.

.

.

.

.

.

.

"

"

.

.

-

-

.

.

" "

(65: )

"

"

(4: )

"

"

-

-

"

"

"

"

"

"

-

-

-

-

"

"

!



-

.

-

-

.

!

"

.

"

"

"

.

.

-

-

"

"

.

.

.

.

"

"

"

"

\*

:

1 .

:

:

.

- -

:

:

:

.

.

.

---

\*

aqhramzi@asu.edu.jo

1

.(2002) 28

2

.

: 3

.

( )

.

4 ( )

.

\_\_\_\_\_

2

3

4

1996

:

.25-13

-

-

-

-

.

-

:

( )

.

.

-

-

.

)

6 5 (

( ):

( )

: ( )

7

8

:

"

:

2002 1 9

"

5

2002

.129

6

.128

.135-104 1983

:

7

8

.148-123 1423

28

.

.

:

:

:

:

.1

) : ( ) "

: :

.

( )

( ) .

( ) ( )

.( ) ( )

":

( ) :

.

) : ( )

.( ) : (

: - .2

.( )

":

": " " : ."

(21 )

"

:

."

( )

.(12 )

(27 26)

:



	" :	( )	-
		" .	
		.	
	" :	( )	-
" .			
	" :	1959 ( )	-
		.	
	" :	(1962) ( )	-
		" .	
:		( )	-
		( )	
		.	
		( )	-
		:	
	(1949)	(1959) ( )	-
		.	
		:	-
		( )	
			.( )
		.	
	:		
		.	( )

(1950) ( )

:

(1909) ( ) .

- -

.

:

( )

( )

.

.

.

.

.

.

) : .3

.(

" :

":

"

"  
.....

( )

":

":

":( )

:

.4

( )

" :

" :

"

2005

.  
.  
"

.  
.

"

"

.

.

.

(Atomic)

( )

( )

( )

:

.

.

:

:

.

:

"

"

":

-

)

-

-

(

9"

.

...

( )

.

---

<sup>9</sup> Ramzi, Abdul Qader (1940), *Islamic Education In the Understanding of Present Day Muslim Educationists: (A view of the Concept of Islamic Education within Islamic context)*, University of Durham, p. 170.

10

11

" : " 10  
: .135-103 11  
: " 2001 26  
.150-115 " )

.

.

.

" "

.

12  
...  
-

:

2002 28

"

"

12

.122-95



: " " .1

: 13 (117 : ) ( " "

(60 : ) ( :  
(77 : ) (... :  
( )

:

( )

: " " : 14 .

1993 : . 13

.86 2

: . 14

.307 1 1972

. : 15

(101 : )

" : " :

- - " " : "

.

16. (9 : )

: : .

.

.91 1 1981 : 15  
.54-53 7 . 16

: " ... " :  
 ... : :  
 17 .

... ) :

: (27 : )

.. :  
: ( )

18"

... " :

19

"

"

" :

---

	.517	3		17
.155	16			18
		.262	17	19

:

.

:

.2

20

:

:

"

"

.

" :  
: :  
: :  
: :

" :

(3 : ) ... :  
... :  
- -

21

: ... " :

( )

]

: [

...

( )

( )

22" ...

" : 漢

( )

( )

23" ...

... " :

---

.15 21

.88 22

: 23

.64 1

- -  
- -  
.  
24" " ;  
)  
.(

.  
.  
:  
( )

	:	.3
:	:	
:	:	— :
:	:	
.		25
:	:	” :
:	:	:
:	:	
:	:	
.	.	
:	:	
...		26”
	.	
.43	:	25
:	( )	26

---

· : ( ) :

: · :

· 27 :

( )

" :

:-

-

( )

-

28"

-

( )

:

-

-

:

.43 1 1985

:

27

.48 1982

28



( )

30

( )

31"

":

:

:

( )

( )

1999

:

29

.38-2 1

.38

30

.5

31

---

:

(                    )                    :                    .1

.

:

.2

(                    )

.

:

.3

.

:

.4

:

:

-

-

:

32

:

.1

.

.

:

33.

.2

( )

---

32

.25 42

<sup>33</sup> Halsey, William, D., 1982, *Merit Student Encyclopedia Dictionary*, New York, 1979, p. 531.

( )  
( )

.

:

:

.3

( )

-

-

34

35

.4

.715

1

48

34

35

( )

.

.

.

-

-

.

:

:

.

Conceptual Infra Structure

( )

36

( ) -

( )

37

:

<sup>38</sup>:( )

.1

( )

:

)

.( )

<sup>39</sup> (

( )

1 1996

:

.( )

36

.145-117

37

<sup>38</sup> Bullock, Allan, ed., *The Fontana Dictionary of Modern Thought*, 2<sup>nd</sup> Edition, The Fontana Press, 1988, p. 404-405.

"

:

"

39

.(2000 ) 4 3

41

40.

.2

( )

.

.

.

:

:

.3

:

42

.

.

) 2 5

"

"

40

.(2002

41

:

.

.261 1998

42

:

.589 2 1996

.

: .4

43

-

-

44

.

: .5

.

45

46

.

).  

---

43

44

45

46

.17 1



$47. ($  $:$  .6

48

 $:$   $:$  .7 $( \quad )$ 

.247

---

47

48

.

.

.

:

.

( )

( )

.

.

.

( )

.

.

.

( )

( )

.

-

( )

.

( )

.

-

( )

-

)

(

.

:

( )

:

:

:

( )

)

(

.

.

( )

( )

.

:( ) :

:

:

:

:

:

:

:

:

:

.

.

.

1

\*

:

[drfaridazouzou@hotmail.com](mailto:drfaridazouzou@hotmail.com) .

\*

:

:

1

. 2004/8/6-4

...

-

-

.

.

.



:

" :

...

2"

...

:

:

" .

3"

(

:

.135 1994

:

2

3

:

.23 2004

"

...

4"

.

-

-

.

" :

5"

.

"

6"

:

.39 1999

4

.142

5

.58 1989

:

6

.

.

.

.

!!

!

.

.

!

":

7"

:

:

-

-

"

8 "

" :

!

: 2

\_\_\_\_\_ 7

.141 1994

.57

8

- -

9"  
.

.

" :  
.

" : 10 "  
.

11 "  
.

:

.

12  
.

.

.3

22

.163

.17 2003

---

9  
10  
11  
12

.163

:

.

:

.

:

:

:

-1

.

.

.

:

.

.

.

.

.

"

"

" :

13"

!

" :



14"

"

---

"

14

.85 ( 2002/ 1423 ) 30

( )

:

.

" : ( )

15 " . . . .

"

"

15

.3 2004

:

歳

(15-10)

:

16 . . . .

54

.197 2000

---

16

" . "

.

.

.

.( )

.

.

.

!

:

:

:

"

"

. ...

.

.

:" "

"

"

"

.

:

:"

.

"

"

":

...

17"

":

:

.

18" ..

.

!

-

-

.

19 .

.

.

---

" .2 . : " 18  
 " - : " 19  
 .1

20

"

21"

":

22"

.22

.424

"

"

20

21

22

.2

23"

"

"

24

"

25

"

.104 2002

:

.5

23

.

24

"

25

.17

"



-

-

26"

-

-

!

. . . . .

.( )

.

-2

-

-

.

"

---

" . 26

.114

.

.

" :

...

27" ...

)

(

.

.

.

---

: . 27

.242

·  
:  
:

( )

· " "

)

(

" "

":

28"

"

30

29"

:

:

28

.195 1990

112

"

"

29

.7 (2004 / )

.1989

:

:

30

" "

.

:

-3

:

- .

-

.

-

-

.

.

.

:

31

:

:

:

:

"

" 32"

33"

"

"

31

.18

.80 1 1998

:

3

32

.11 1998

:

33

:

:

-1

"

34"

:

:

-2

:

-3

)

-

-

(

:

---

(... )

.

.( )

- -

.

.

.

35

:

---

:

35

29 2004

)

36 (

"

37 "

36

.83 1999

37

.136 1996 3

"

"



1

:

.

.

.

.

- -

):

):

(

(

.

.

.

---

1

( )

( )

⦿ :

(173-172 : )

.(156 : )⦿

---

) ( ) ( )

2.

:

.

.

.

.

.

( )

- -

.( )

)

.( )

- -

)

(

(

)

.( )

(

.

)

---

(

-

.

-

.

.

.

) :

.(

:

.

:

.

.

.

∴ ∴

\*

∴

\_\_\_\_\_ \*

$$\begin{pmatrix} \phantom{0} \\ \phantom{0} \end{pmatrix} \begin{pmatrix} \phantom{0} \\ \phantom{0} \end{pmatrix} = \begin{pmatrix} \phantom{0} \\ \phantom{0} \end{pmatrix} \begin{pmatrix} \phantom{0} \\ \phantom{0} \end{pmatrix} + \begin{pmatrix} \phantom{0} \\ \phantom{0} \end{pmatrix}$$

$$\begin{pmatrix} \phantom{0} \\ \phantom{0} \end{pmatrix} \begin{pmatrix} \phantom{0} \\ \phantom{0} \end{pmatrix}$$

∴

---

3 .  
- -  
) ( ) ( )  
.  
4 .  
.  
" : " : 3  
.  
( ) ( ) 4  
)  
(  
.  
- .

5\*  
:

" "

" "

" " \*

“Das Dasein, d.h. das Sein des Menschen ist in der vulgaeren ebenso wie in der philosophischen ‘Definition’ umgrenzt als ‘xvon logon exon’, das Lebende, dessen Sein wesenhaft durch das Redenkoennen bestimmt ist”(S.u.Z. p.25)

- 5 “Das ‘Wesen’ dieses Seienden liegt in seinem Zu-sein. Das Was-sein( *essentia*) dieses Seienden muss, sofern ueberhaupt davon gesprochen wuerden kann aus seinem Sein ( *existentia*) begriffen werden. Dabei ist es gerade die ontologische Aufgabe zu zeigen, dass, wenn wir fuer das Sein dieses Seienden die Bezeichnung Existenz waehlen dieser Title nicht die ontologische Bedeutung des ueberlieferten *Terminus existentia* hat und haben kann; *existentia* besagt nach der Ueberlieferung ontologisch soviel wie Vorhandensein eine Seinsart, die dem Seienden vom Charakter des Daseiens wesensmaessig nich zukommt. Eine Verwirrung wird daduch vermieden, dass wir fuer den Title *existentia* immer den interpretierenden AusdruckVorhandanheit gebrauchen und Existenz als Seinsbestimmung allein dem Dasein zuweisen. Das ‘Wesen’ des Daseins liegt in seiner Existenz. Die an disem Seienden herausstellbaren Charaktere sind daher nicht vorhandene ‘Eignenschaften’ eines so und so ‘aussehenden’ vorhandenen Seienden sondern je ihm moegliche Weisen zu sein und nur das. Alles so-sein dieses Seienden ist primaer Sein. Daher drueckt der Titel ‘Dasein’, mit dem wir dieses Seiende bezeichnen nicht sein Was aus, wie Tisch, Haus, Baum, Sondern das Sein.”  
(Heidegger Sein und Zeit, Max Niemeyer Verlag Tuebingen, 2001 s.42)



( ) " " . " "

- -

( : )

" : "

" : "

" "

" "

" = " " = "

" "

) " " " "

" (

:

:

)

---

:"

“The ‘essence’ [Wesen] of this entity lies in its ‘to be’ [Zu-sein]. Its Being –what-it-is [Was-sein] (essential) must, so far as we can speak of it at all, be conceived in terms of its Being (existentia). But here our ontological task is to show that when we choose to designate the Being of this entity as ‘existence [Existenz], this term does not and cannot have the ontological signification to the traditional term ‘existentia’; ontologically, existential is tantamount to entities of Dasein’s character. To avoid getting bewildered, we shall always use the Interpretative expression ‘presence-at-hand’ for the term ‘existentia’, while the term ‘existence’, as a designation of Being, will be allotted solely to Dasein”( p.67).

(

" " :

" "

" 6. :

---

<sup>6</sup> Ontologie und Phaenomenologie sind nicht zwei verschiedene Disziplinen neben anderen zur Philosophie gehoerigen. Die beiden Titel charakterisieren die Philosophie selbst nach Gegenstand und Behandlungsart. Philosophie ist universale phaenomenologische Ontologie, ausgehend von der Hermeneutik des Daseins, die als Analytik der Existenz das Ende des Leitfadens alles philosophischen Fragens dort festgemacht hat woraus es entspringt und wohin es zuruckschlaeg (...). Die Gewinnung des Grundbegriffes 'Sein' und die Vorzeichnung der von ihm geforderten ontologischen Begrifflichkeit und ihre notwendigen Abwandlungen beduerfen eines konkreten Leitfadens. Der Universalitaet des Begriffes von Sein widerstreitet nicht die 'Spezialitaet der Untersuchung-d.h. das vordringen zu ihm auf dem Wege einer speziellen Interpretation eines bestimmten Seienden, des Daseins, darin der Horizont fuer Verstaendnis und moegliche Auslegung von Sein gewonnen werden soll. Dieses Seiende selbst aber ist in sich 'geschichtlich', so dass die eigenste ontologische Durchleuchtung dieses Seienden notwendig zu einer 'historischen' Interpretation wird." S. und Z..s.38 and 439- s. 39.

( + + )

" 7. :

---

"Ontology and phenomenology are not two distinct philosophical disciplines among others. These terms characterize philosophy itself with regard to its object and its way of treating that object. Philosophy is universal phenomenological ontology, and takes its departure from hermeneutic of Dasein, which, as an analytic of existence, has made fast the guiding-line for all philosophical inquiry at the point where it arises and to which it returns" ( p.62).

<sup>7</sup> "Daher muss kurz erörtert werden, was überhaupt zu einer Frage gehoert, um von da aus die Seinsfrage als eine ausgezeichnete sichtbar machen zu koennen. Jedes Fragen ist ein Suchen. Jedes Suchen hat sein vorgaiengiges Geleit aus dem Gesuchten her. Fragen ist erkennendes Suchen des Seinden in seinem Dass- und



8

9

8

---

 .(Logical and epistemic criteria

<sup>9</sup> “We must therefore explain briefly what belongs to any question whatsoever, so that from this standpoint the question of Being can be made sensible as a very special one with its own distinctive character. Every inquiry is seeking [Suchen]. Every seeking gets guided beforehand by what is sought. Inquiry is a cognizant seeking for an entity both with regard to the fact that it is and with regard to its Being as it is. The cognizant seeking can take the form of ‘investigating’ [Untersuchen], in which one also bears that which the question is about and ascertains its character. Any inquiry, as an inquiry about something, has that which is asked about [sein Gefragtes]. But all inquiry about something is somehow a questioning of something [Anfragen bei..]. So in addition to what is asked about, an inquiry has that which is interrogated [ein Befragtes]. In investigative questions- that is in questions which are specifically theoretical-what is asked about is determined and conceptualized. Furthermore, in what is asked about there lies also that which is to be found out by the asking [das Erfragte], this is what is really intended: with this, the inquiry reaches its goal. Inquiry itself is the behavior of a questioner, and therefore of an entity, and as such has its own character of Being. When one makes inquiry one may do so ‘just casually’ or one may formulate the question explicitly. The latter case is peculiar in that the inquiry does not become transparent to itself until all these constitutive factors of the question have themselves become transparent” (B.T. pp.24-25)

-

-

10

.

:

"suchen" "fragen" :

---

10

:

:

( ) ( ) ( ) :

( ) ( ) ( )

)

(

.(nach, bei, er, be)

.

-

-

)

.question, enquiry, seeking, investigation:(

.

.

.

"

"

.

.

" "

.

" . . . "

" . . . " " " . . . "

„ „  
:  
“ ”  
“ ”  
“ ”  
“ ”  
:  
:  
:  
11“ ”

---

11

= Befindlichkeit =existential mood



Transcendental

ego

: :

( )

12

( )

---

( )

=

.2000

:

12

( )

( )

( )

( )

.

.

.

.

.

.

.

.

( )

( )

.  
:  
)  
(!

.  
( )  
( )

)  
(  
" "

.  
( ):  
.

---

)  
( " " (

:

-

-

( )

.

:

.

.

)  
.(

( )

( )

: :

)

(ineffable

:

:

)

(

.(

)

)

(

)

(

)

.

(

(

)

)

.(

.

)

(

)

(

.

.

.

.

-

-

:

( )

( ) ( )



.

.

.

" "

.

)

( ) (

.

:

.

.

)

): (

.(

( )  
 ( )  
 ( )  
 ( )  
 ( )  
 ( )  
 13.( )

---

13

( ) ( )  
 ( )  
 .( )  
 :  
 ( )  
 :  
 ( ) ( )  
 ( )  
 .( )  
 >:

.(48 : )

) ( )  
(

14

---

14

=

:

Exhaustion

method

( . )

:

" "

( )

=

( ) ( )

: )

.(

)  
15 (

16 .

:

.

.

---

15

16

:

.2000

.  
:  
.

"Fiction" " "

( )

)  
( ) (

17.

:

.

:

:

.

.

:

:

.

.

.

.

.

.

.

.

:

:

(

)

(

)

.

.

:

.

:

.

:

.

.

.





:

)

(

.

.

⌋ :

.(13 : ) ⌋

.( ) ( )

.

.

.

.

.

18

---

=

---

) :

( )

.(

.

.

.

---

=

.

.

.

.

.

.

:

:

.

...

.

:

.

.( ( ) )

.

.

.

.

.

-

)  
(

-

)

(

.

.

.

.

-

-

"

-

"

.

) ( )  
.(

19

Point de fuite

"

" :

)

(



:

.

.

.

.

.

.

.

.



.( )

)

)

(

)

(

)

(

)

(

)

(

.(

-

-

(

)

-

-

)

(

)

.(

( )

" - "

)

( )

(

:

-

-

21

- - . . .

. . .

---

( ( ) )

:

22

)

(

.

( )

.( )

.(

)

.( )

.( )

(

)

.( )

.

)

)

(

.(

.

)

)

.(

(

)

(

.

.

(

)

.

.

)

.(

-

-

.

.

23

)  
.  
( ) ( )  
.( ) ( )

.  
.  
)  
) ( )  
.  
( )  
)

---

23

.( )

:

.2001

:

)

(Semantics  
(Pragmatics

.

:

.

.

.

.

.

.

.

.

.

.



---

:

.

.

.

:

.

:

.

( )

-

( )

( )

.

.

.

)

.(

) ( ) ( )  
) ) ( )  
(  
) ) ( )

---

(

:

:

.

( ) .  
.( )

.

.

.

.( ) ( )  
)  
(

)

.(

»

)

(48 : ) ⌘

)

.(

)

(

\*

•

•  
•  
•

• • • •

1 .

---

\*

• :

1

.(33 -31 : )

) . (

2.

( )

:

(191 : )

:  
(18 : ) .

.(28 : ) . :

### Creativity

(6 : ) « .. " "

» : 2

)  
.578-574 7 1971 : (

" "

117 )

3 .

:

(101 :

4 .

: :

-

-

:

5

:

.(7 : ) .

6 .

8

7 .

Invention

.( )

1 .1981 :

3

.230-229

.1968 :

4

.132 1 1966 :

5

.1907 . 3

6

7

- " "

8

:

Creation

Invention

: ) (

: ) (

: ) (

: (54

(14 : ) (

: (67 : ) (

.(356 1 1973

1244-1243 1 1981

)

---

Novel ) :Newness :  
: Appropriateness (Rare Uncommon

.

-

-

.

-

( )

( )

.

.



9

:

" "

1950

% 0 02

1950

1927

10

.1983

9

<sup>10</sup> Guilford, J. P. Creativity, *American Psychologist*, 5, p. 444-454.

Terman

1945

1948

:

Convergent Thinking

Divergent

Thinking

11

:

:

12

<sup>11</sup> Izaksen, S. G., Derval, K. B. and Trefernger, D. J. *Creative Approaches to Problem Solving*, Buffalo: Kendal-Hunt, 1994

Ability

<sup>12</sup>

Aptitude

Capacity " "

Capability

:

:

.1

:

:

:

..

1994

Ezidor Rabi "

"

(

)

:

" "

14

):

(101 : )

):

(112 : )

- <sup>13</sup> Guilford, J. P. *The Nature of Human Intelligence*, New York: McGraw Hill, 1967.  
See also Guilford, J. P. *What Beyond I.Q.* Buffalo: Creative Education Foundation, 1977
- <sup>14</sup> Halpern, D. F. *Thought and knowledge: an introduction to critical thinking* New Jersey: Lawrence Erlbaum (4<sup>th</sup> ed). 2004.

:

:

.2

.( )

:fluency

:

:

( .. )

( )

-

:

15

flexibility

:

:

.1983

:

15

Originality

:

Novelty

Appropriate

" "

: ( 231 )

-732) ( )

" : ( 1404-1332/ 808

..

.. " :

"

..

..

16"

..

.

: " "

( )

.

.

-

-

-

-

. . . .

:

.

17

---

<sup>17</sup> Halper, D. F. *Thought and knowledge: an introduction to critical thinking*, (4<sup>th</sup> ed.) New Jersey: Lawrence Erlbaum, 2004.

.

)

(

" "

:

:

( )

18.(

( ) :

.

" "

- -

19

.

-

-

---

18 Cattel, R. B. and Drevclahl. "Comparison of the Personality profile of Eminent Researchers with that of Eminent Teachers and Administrators and of The General Population", *British Journal of Psychology*, 44, 1955 p. 248-261

19 Cattel, R. B. (1959) "The Personality and Motivation of the Researcher from Measurements of Contemporaries and from Biographies" in: Taylor, C. L. *University of Uthal Research Conference on the Identification of Creative Scientific Talent*, Salt Lake City: University of Utah Press.



" "

20

21

)

(

:

J. P. Guilford

40

22

23

( )

<sup>20</sup> Barron, F. (1962), *The Creative Writer*, California, Monoq., 72, (5), p.11-14

<sup>21</sup> McKinon, D. W. (1961). "The Study of Creativity" in: *The Conference on The Creative Person*, Ass. and Research Institute.

.301-285 :

22

.1971

23

.

( : )  
)

( )  
.(

24  
25

( )

---

24

Souei, M. I. and Elsaye, A. M. "Curvilinear Relationships Between Creative thinking Abilities and Personality Traits Variables", *Acta Psychologica*, 34, 1970, p. 1-21.

25

(54 : )

26

( )

**Creative Cognition**

:

27

- 
- <sup>26</sup> Amabile T.M. *The Social Psychology of Creativity*, New York: Springer-Verlag, 1983, see also:  
Pintrich, P. R. Brown, Weinstein, C. E. *Student Motivation Cognition and Learning*, New Jersey: Lawrence Erlbaum, 1994.
- <sup>27</sup> Ward, T. B., Smith, S. M., and Finke, R. A. Cognitive Cognition, Ch. 10 in: Sternberg, R. J., (ed.) *Handbook of Creativity*, New York: Cambridge University Press. 1999.

-

-

28

29

Generative

30

: (31 : ) :

31

---

<sup>28</sup> Hershman and Lieb. *The Key to Genius*, Buffalo, N.Y.: Prometheus. 1988.

<sup>29</sup> Runco, M.A. "Everyone has Creative Potential", In Sternberg, R.J., Grigorinc, E.L., and Singer, J.L. *Creativity: from Potential to Realization*, Washington DC: American Psychological Association, 2004.

<sup>30</sup> Pinker, D. N. *Language Learnability and Language Development*, Cambridge: Cambridge University Press, 1981

32

33

34

35

---

<sup>32</sup> Simonton, D. K. "Creativity in Personality Development and Social Psychology: any links will cognitive Psychology?" In: Ward Smith and void, (Eds.) *Creative thought; An Investigation of conceptual structure and processes*, Washington DC: American Psychological Association, 1997, pp. 309-324.

33

.2002

)

(

):

34

(3379 3 1981

<sup>35</sup> Schooler, J. W. and Melcher, (1995). "The Ineffability of Insight" in: Smith S. M.; T. B. Ward, and R.A. Finke (Eds.), *The creative cognition approach* (pp. 97-133) Cambridge, MA: MIT Press.

(Poincaré) (Helmholtz)  
" "

(Lewis

(Colleredge)

and Nethercon)

36

(1949)<sup>37</sup>

39

38

40

" "

41

.144-93

36

37

.1949

38

.1979

( )

.(1980)

39

<sup>40</sup> Arenheim, R. *Picasso's Guernica; the Genesis of Painting*, London: Faber and Faber. 1962.

.1987 109

"

"

41



<sup>43</sup> Brainstorming

Gordon

44

45

43

<sup>44</sup> Osborn, A. F. *Applied Imagination*. New York: Scribner and Son. 1955.

<sup>45</sup> Sternberg, R. J. (Ed.) *Handbook of Creativity*, Cambridge: Cambridge University Press, 1999.



.

:

.2

:

:

1961

(Covington & Crutchfield)

16

46

)

:

(

.

(

)

:

Garry Davis

47

:

1972

Torrance

.

.

.44

1980

:

.

46

47

47

:

.3

"Parness"  
" "

48

- 
- <sup>48</sup> Isaksen, S. G. Treffinger, D. J. *Creative Problem Solving: The Basic Course*, Buffalo N.Y.: Beasly limited, 1985, see also:=
- Izaksen, S. G. *Toward Operational Models for the Development of Creativity*, Faculty of Ed., Qatar University, Doha, April 26-28, 1994.
  - Izaksen, S. G. *Development Human Potential: Application to Creative Problem Solving Creativity Workshop*, Ain Shams University. 1989.
  - Izaksen S. G., Derval K. B., Trefenger, D.J., *Creative Approaches to Problems Solving*, Buffalo, Kendal-Hunt, N.Y., 1994
  - Izaksen, S. G. "Toward a Model for the Facilitation of Creative Problem Solving", *Journal of Creative Behavior*, 17, 1, 1983, 18-31



49

---

<sup>49</sup> Izaksen, S. G.; Derval K. B. and Trefenger, D.J., *Creative Approaches to Problems Solving*, Buffalo: Kendal-Hunt, 1994.

: : .

.

50 .

( ) :

51

. - -

- -

%5 %1

---

<sup>50</sup> Izaksen, S. G. *Development Human Potential: Application to Creative Problem Solving Creativity Workshop*, Ain Shams University. 1989, see also:

- Izaksen et.al (1994) and
- Izaksen, S. G. "Toward a Model for the Facilitation of Creative Problem Solving", *Journal of Creative Behavior*, 17, 1, 18-31

51

.1980

52

Messer " "

-

-

53

54

:

<sup>52</sup> Torrance, E. P. "Identity: The Gifted Children's Moyer Problem", Paper Presented for 18<sup>th</sup> Annual Convention of the National Association for Gifted Children, 1971. <sup>53</sup>

:

:

:

(1512-1511 2 1968 )

<sup>54</sup> Messer, A.A. *Individual and his families*, Springfield, Ill: Charles. C. Thomas, 1971

( ) :

( )

55

56

360

57

509-508

55

<sup>56</sup> Amabile T.M. *The Social Psychology of Creativity*, New York: Springer-Verliag, 1983.

1980

:

57

13

)

.(

18

:

:

:

:

.

( )

.

-

)

.

-(

( )

.

.

-

58

-

( )

⦿

.

-

-

.

)

(

.

⦿ : 58

(21 : ) ⦿



:

**.1**

.

.

:

.

.

.

59

60

61

59 58

59

.210-187 1999 – 1998

60

<sup>61</sup> Hetherington E. M. and Parke, R. D. *Child Development*. New York: McGraw-Hill, 2002.

)

(

62

: .1968 :  
1989 :

---

62

63

:

.2

( )

-

( )

:

":

"

: .2003

:

63

.2002

:

:

:

:

.

-  
-

:

( 815 - 720/ 196 - 102)

" "

.  
.  
( )

" "

.

)

.

(

( )

( )

:

" "

( )

-

( )

54

:

( )

64

:( 836/ 232 )

:

(9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1)

65

" " " "

Algorism

66

:( . )

64

Kraus, P. *Gabir Ibn Hayyan, Institute a L'hsoire des idees V.I.: Le Cerfus des ecris*  
Jabriens le Caire Institut, France, 1943

"

"

65

.2002

66

.1968

:

67

( )  
 (100 ..3 - 2 - 1)  
 )

(  
 (100 ..3 - 2 - 1)  
 68" "

:( 1038-965/ 431-354)

69

( )

( )

70

---

<sup>67</sup> Colman, A. M. *Dictionary of Psychology*, New York: Oxford University Press, 2001.

<sup>68</sup> Mc Guigan. F. J. *Experimental psychology: Methods of Research*, New Jersey: Prentice Hall, (7th ed.), 1996.

1983 : : " " . . . 69  
 .1997 : 70



" "

.  
.

" - . " " "

.  
.

.

) - (

.

業

71

-

-

-

.

.

-

.

:

.

.

.

-

-

!

:

)

.(

:

-

...

:

.

:

.

( )

( )

.

.

)

.

-

.

.

) ! ( )

)

(..

!(

:

-

..

-

.

(

-

-

-

)

( )

(

)

( )

.

.

.

-

-

.

\*

:

":

1"

---

\*

jmbadi@hotmail.com .  
.210-209 1997

1

.  
:

- -

- 1997

:

2

.  
-

:

:

:

.1

1995

:

( )

. 1996/11/29

191

.2



1997/1996

.3

.4

1997/1996

. 1997/2/24

25

2001/2000

1998/1997

2001/2/23 253

.5

. 2001

2002/2001

:

:

( )

%60

:

:

) . (

: . . .

2003 2002 .6

. 2004/11/3

. ( )

.

:

:

.1

% 30

%10

%20

%40

.2

.

.

.3

:

.

.

.

:

.4

:

.

.

.

.

.

.

.

.

.

:

:

) : .5  
 %80 3(

1

4" " :

5

2

---

<sup>3</sup> Tajdin, Mustapha & Badi, Jamal: *Creative Thinking: an Islamic Perspective*, (2004), IIUM Research Centre. Kuala Lumpur.

.709 2 2001 :

Serious " " 5

Creativity .

.( )

:  
:

6"

" :

.3

7

( )

:

-710

.700 2

6

.675 2

711

7



:

:

%30

.6

:

:

:

:

2005/2004

.7



.

!

:

.8

( )

9

:

:

:

:" "

.1

---

<sup>9</sup> De Bono, Edward. *Teaching Thinking*, (1976), Penguin Books.

" "

.

.

.

.

"

10

11"

-

-

.45 1

.446 2

.66

10

11

“ ”

. 1999/1998

2000/1999

. 2004

“ ”

:

·  
"

"

. 2010

"

"

.2

·

·

" :

"

·

-

-

·

:

·

·

.3

·

-

"

"

.

-

.

.

.

.

-

-

.

.

.4

:

.

.

.





## Creative Thinking From Islamic Perspective

“Creative Thinking From Islamic Perspective” : -  
• : -  
. 2004 : -

\* :  
:

“ ”

-

---

•

\*



.

.

.

-

-

.

:

:

.

-

-

-

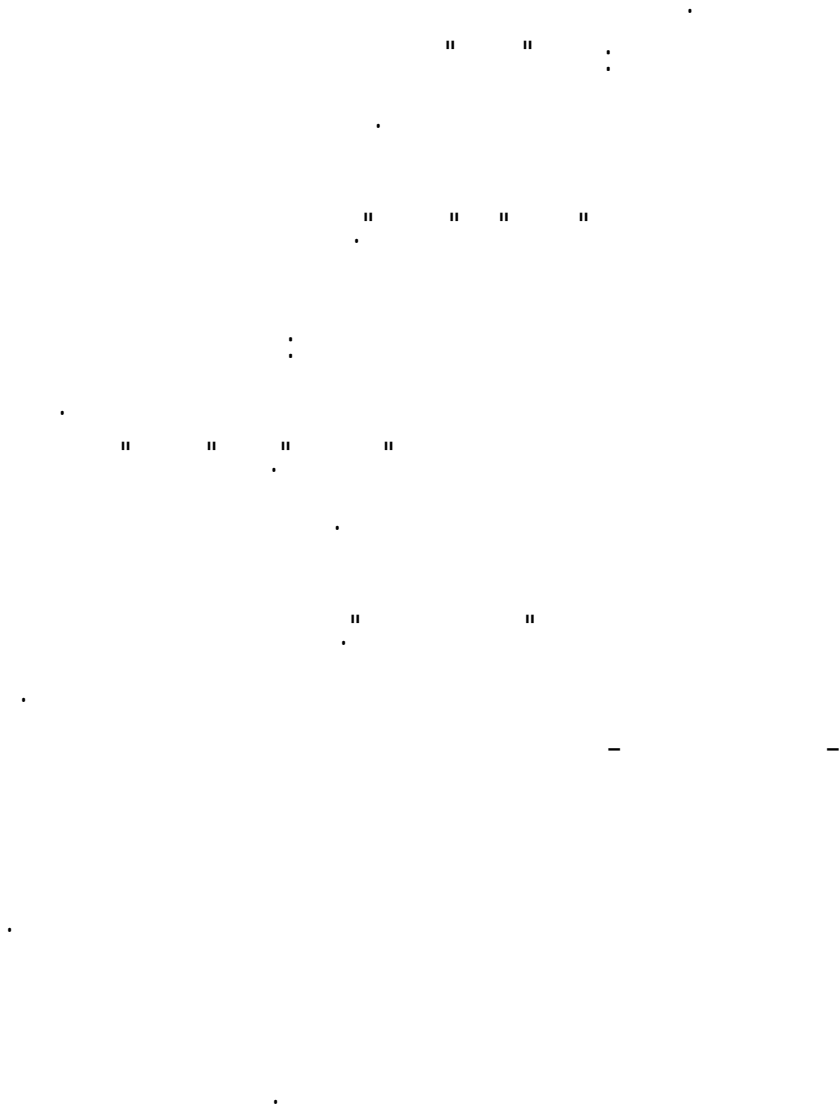
-

.

"

"

.





“ ”

.

.

“ ”

.

.

.

.

-

-

.

"

" :

.

.

( )

-

-

"

" :

.

1988

.

.

"

"

.

"

"

.

"

"

.

.

"

"

( )

" "

" :

"

" : "

- -

"

"

" :

"

" :

"

"

"

"

"

"

"

"

.

"

"

"

.

"

"

.

.

"

"

"

"

.

.

"

"

"

"

.



.

.

.

" "

" "

.

.

.

.

.

-

-

:

.

:

.

:

.

:

:

( 813- )

- ) ( 854- ) " " ( 867- ) ( 850

( 872 - )

( 1048- )

...

:( )

"

( 1037- ) "

( 1009- )

- )

( 1039

(Philosophical reasoning and rationality)

·  
·  
·

·  
·

·





(Edward de Bono)

.1

.2



:

:

316 2005

\*

:

:

:

- -

:

.

-

-

---

\*

.



( )

.

.

:

.

.

.

.

)

(

.

:

.

.

.

.

.



.

.

(.... ... )

) ( )

.

(...

.

∴ .

.1

295 2002

.

.

.

.

∴ .

.

.2

2002

.

.3

460 1999/ 1420

:

:

2000

.4

340

. 516 2005 1

: .5  
:

)

.(

:

. 629 2 501 1 2005 1

.6  
:

:

:



: .7

. 277 2004 1 :

2001 / 11

**2001** .8

. 312 2004 1 :

( )

: .9

. 371 2005 1

.10

1 :

. 304 2004

.11

. 192 2001 1 :

.12

. 261 2005 1 :

(BBC)

:

:

.13

. 383 2003 1

:

.14

. 568 2003 1

:

( 548 )

15. *Understanding Creativity*. Jane Plirto. Great Potential Press, 2004, 521 pp

16. *Creativity in Science: Chance, Logic, Genius, and Zeitgeist*. Dean Simonton, Cambridge University Press, 2004, 232 pp.

---

17. *Objects of Grace: Conversations on Creativity and Faith*. James Romaine. Square Halo Books, 2002, 150 pp

18. *Creativity across the Primary Curriculum: Framing and Developing Practice*. Anna Craft. Routledge Falmer, 1999, 208 pp.

19. *Creativity and Development*. R. Keith Sawyer et al. Oxford University Press, 2003, 256 pp.

20. *The Good Life: Psychoanalytic Reflection on Love, Ethics, Creativity and Spirituality*. Jeffrey Rubin. State University of New York Press, 2004, 160 pp.

: :

.

.

.

.

1

( 1333 / 733 - )

2

" " : 319 311 / 14 322 300 / 13 751 / 2 60 / 1 298 : 297 / 5 553 524 476 / 2 ... « : » :

- -

\_\_\_\_\_ : 1

( 1333 / 733 - 1241 / 639 ) ( : )

» « » « » :  
.( : ) ... «  
319 311 / 14 322 300 / 13 : :  
751 / 2 60 / 1 :  
298 : 297 / 5 :  
553 524 476 / 2 :  
... « : » :

[samy\\_amz@hotmail.com](mailto:samy_amz@hotmail.com) 2

3

4"

"

-

"

"

-

:

..."

" : 5 " ...

---

« » : « » : : 3  
 : « » : « » :  
 : ( ) : « »  
 » : « » : « » : « »  
 ... « 4  
 ) 4  
 : 386 / 1 : 298 / 5 ( " : 332 / 2

3 5



- -  
6 "

:

7

:<sup>8</sup>( ):

9

) :

:

10(

:( ):

( )

: ( ):

---

4 6  
4 : 1 7  
15 : 5 8  
9  
67 : 15 10

- - - : -

.( )

:( ) :

( )

) :  
: <sup>11</sup>(

( ) :

): .

(

: .  
( )

...

 $^{12}(\quad) :$ 

.

...

)

-

-

:

(

)

 $^{13}(\quad)$ 

...

.

.

-

-

.

1935 / 1354

---

 193 : 163 12

239 : 193 13

) :

323 (

:

.

- -

) 1341 / 742

( )

<sup>14</sup>( 1458 / 862 ) (1556)

1618 / 1027

)

.

( 13 7 : )"

---

" 14

1

( 1762 / 1176 - )

“

2 “

.

“ ”

:

:<sup>3</sup>(

) :

\*

: 1

)( 1762 / 1176 - 1699 / 1110)

“: .

(

.”

» «

» «

» «

»:

).«

» «

... (

. : .

:- -

2

5 : 3 3

“ ” “ ” “ ”

: 4( ):

: - -

:

:

”

:

5 ”

.

.

): \*

”

:6(

7”

... ” :

---

13 : 5	4
( ) 11	5
16 : 13	6
13	7



: )

·  
" "

63 1385 (

.



( - - )

1

( 2002 / 1422 -)

" :  
" " "

" " " "

" " 2

: :

: .

/ 1422 - 1917 1916 / 1335 1334)

: 1

:( 2002

" : ( )

2

:

.

.

:

:( )

:

:

:

( " " ):

[ ]

:

- -

:

)

(

( )

( )

( - - " "

... ( ) " "

- - " "

( ):

"

..

...

:

.

)

.(

(

)

:

.

(

)

:

:

:

:

(

)

)

:

.(

...

:

:

.

...

.

( ) :  
 :  
 ( ) : : :  
 : : .  
 )  
 : : . (

:  
 3 .  
 \*\*\*  
 " " .  
 464 (! 1986 - )  
 \*\*\*

:

2006 ( ) 3 - 1 : /

( )  
( )

( )  
( )

" "

-

-

.

.

.

:

.

.

" "

.

.

.

.

" " " "

.

: :

.1

---

	.2
	.3
	.4
	.5
:	.6
	.7
:	.8
	.9
:	.10
	.11
	:
	.12
:	.13
	.14
( )	.15
	.16
:	.17
	.18
( )	.19
	.20
:	.21
:	:
	.22
	.23
:	.24

.25

.26

:

.27

.28

.29

:

.30

2006 ( )	1	:
( )	15	:
	2006	

( 150) :

:

setavtr@gmail.com :confamass@yahoo.com :conferences@amss.net :csd@amssuk.com :

:



: ( 1981 - 1401)

•

•

•

•

•

•

International Institute of Islamic Thought  
P.O. Box: 669  
Herndon, VA 20170, USA  
Phone (1-703) 471 1133 / Fax: (1-703) 471 3922  
URL: <http://www.iiit.org> / E-mail: [iiit@iiit.org](mailto:iiit@iiit.org)

## المعهد العالمي للفكر الإسلامي

مؤسسة فكرية إسلامية ثقافية مستقلة أنشئت في الولايات المتحدة في مطلع القرن الخامس عشر الهجري (١٤٠١هـ/١٩٨١م) لتعمل على:

- توفير الرؤية الإسلامية الشاملة، في تأصيل قضايا الإسلام الكلية وتوضيحها، وربط الجزئيات والفروع بالكليات والمقاصد والغايات الإسلامية العامة.
  - استعادة الهوية الفكرية والثقافية والحضارية للأمة الإسلامية، من خلال جهود إسلامية العلوم الإنسانية والاجتماعية، ومعالجة قضايا الفكر الإسلامي.
  - إصلاح مناهج الفكر الإسلامي المعاصر، لتمكين الأمة من استئناف حياتها الإسلامية ودورها في توجيه مسيرة الحضارة الإنسانية وترشيدها وربطها بقيم الإسلام وغاياته.
  - ويستعين المعهد لتحقيق أهدافه بوسائل عديدة منها:
  - عقد المؤتمرات والندوات العلمية والفكرية المتخصصة.
  - دعم جهود العلماء والباحثين في الجامعات ومراكز البحث العلمي ونشر النتائج العلمي المتميز.
  - توجيه الدراسات العلمية والأكاديمية لخدمة قضايا الفكر والمعرفة.
- وللمعهد مكاتب وفروع في عدد من العواصم العربية والإسلامية وغيرها يمارس من خلالها أنشطته المختلفة، كما أن له اتفاقيات للتعاون العلمي المشترك مع عدد من الجامعات العربية والإسلامية والغربية وغيرها في مختلف أنحاء العالم.

The International Institute of Islamic Thought

.Grove Street, 2nd Floor, Herndon 500

Virginia 20170 USA

Tel: 1-703-471 1133

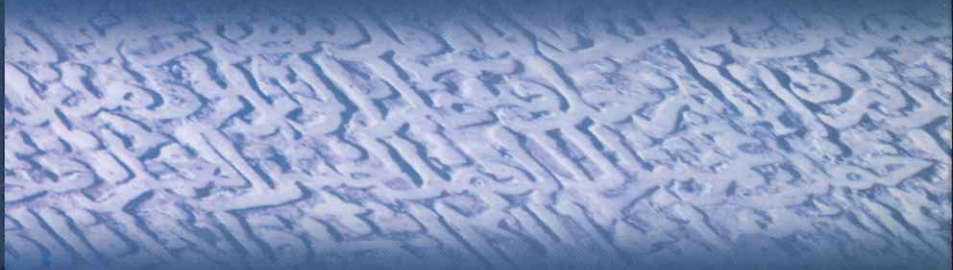
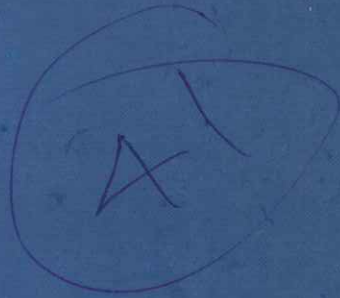
Fax: 1-703-471 3922

URL: <http://www.iiit.org> - Email: [iiit@iiit.org](mailto:iiit@iiit.org)

# Islāmīyat al Ma'rifah

A Refereed Arabic Quarterly

Published by the International Institute of Islamic Thought



١٩٨١ - ١٤٠١  
1401 AH - 1981 AC

ISBN 1-5654-450-6



9 781565 644502

Vol. XI

No. 41

Summer 1426 AH / 2005 AC

ISSN 1729-4193