



RESEARCH ARTICLE

Reading Competitions and Their Role in Enhancing Creativity

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ABSTRACT

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This extensive literature review examines the positive impact of reading competitions, particularly the purpose of reading competitions as a tool to improve creativity, critical thinking, and collaborative learning. The literature shows that reading competitions include participants in different genres They also increase the utilization of texts and the application of creativity in problem-solving. Effective findings to bear in mind are that learners can produce enhanced divergent thinking skills through disparity in genres, teamwork, and competitive games in solving problems which encourage creativity. However, some studies cite that excessive competition may not be beneficial since competition may dull creativity. Recommendations based upon these findings include: integrating more materials into readers, ensuring that competitiveness is in tandem with fun, encouraging collective endeavors, and fostering creative endeavors through varied tasks.

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INTRODUCTION

There are a lot of proven states on the importance of reading for cognitive development, and we have already mentioned more benefits than just the information gained from reading. This is so because Fred's co-workers experienced improved creativity as one of these benefits in a fast-changing world (Papathanasiou et al,2014). Recent years have seen the talent of original and unconventional approaches to problem-solving and idea generation gaining the attention of companies of various industries, ranging from technological to educational ones. Thus, the fact that the need for creative workers increases year by year, there is a relevant attention to activities that foster creativity in children, in general, and students, in particular. Of all the activities that have elicited huge interest among the learners, one of them is the reading competition (Ritter and Mostert,2017).

It seems that reading competitions provide a kind of framework that individuals can use to engage in reading not only as a leisure activity but as an activity that involves competition. Such competitions, which are usually in the form of reading competitions, reading quizzes, debates, composition, etc., are meant to challenge the participants to read more profoundly and critically as well as to counter-argue creatively in the context of their assigned reading books (Spjeldnæs & Karlsen,2022). However, the competitive edge makes such events fun and the goal of such events is basically to encourage reading and enhance intellectual

and creative abilities. The question that arises, therefore, is how these reading competitions help improve creativity, especially concerning reading, and why they have become such an important resource in learning institutes. (Thornhill-Miller et al,2023).

In the last few decades, educational systems globally have come under pressure to ensure creativity is trained in the learners. It's important to note that most of the modern educational systems including Finland's emphasize teachable skills in addition to the traditional content areas including creativity, critical thinking, and innovation among others (Zamana,2022). Reading competitions were a nice fit for this stance given that they provided means of purchasing incentives that could make students not only read but read literature differently. In such competitions, they are forced to move from rote learning, increase their ability to comprehend texts, analyze characters, and even come up with ideas on how various movies end, and express themselves through writing skills in the form of essays, presentations, or drama (Zhou, 2023). In light of these general findings, the core hypothesis that reading itself can improve creativity has been confirmed for long by researches. It is because when reading one is introduced to other ideas, cultures, outlooks, and approaches to brainstorming and the creative process. As mentioned by Acomi et al, (2023), creativity is argued to be connected with the number of exposures that one can make to various experiences and ideas in the world. When people read, especially across a subsection of literature, they are exposed to other worlds characters and situations in which they conceive their ideas. Such exposure to different views and constructions of a narrative stimulates the audience's mind to flex more of their muscles in abstract thoughts, which is part of the creative process.

However, reading is not always a sufficient activity that allows reaching the maximum results in terms of creative activity. Perhaps, reading could be done in many ways, and many people can read passively, without interacting with the text and allowing it to invite new thoughts into one's mind (Wang,2012). This is where the reading competitions come in handy. Thus, competitions, in general, and reading in particular, engage participants in active reading of the texts they are assigned. Most of the lessons include quizzes, debates, or discussions on the books read that entail a higher order of analysis and interpretation. Such active thinking over the content helps in a way improve creative thinking as readers are forced to reason out correlations of themes, ideas, and concepts from different texts under study (Nur Fitria,2024). In addition, reading competitions include creativity in the competition as part of the challenge of the activity. Thus, participants may focus on answering such questions or, if required, summarizing the books and, in addition, may be encouraged to write their own stories and draw based on the books, create drawings or posters that could relate to the books' topics, and perform any scenes from the books. These activities help enhance people's interest in reading and make these reading activities more engaging and fun for the participants making expression of their creativity more tangible in some ways. By doing these creative tasks, the participants are introduced to ways in which inspiration that is derived from reading can be transformed into new ideas or works of art (Kuznetsova-Bogdanovits et al, 2016).

The other important area that deserves attention as far as the promotion of creative learning through reading competitions is concerned is social relations. Moreover, in most reading competitions, there are always group discussions and debates, or they are grouped in teams to accomplish a given task or game. These social elements make the participants listen to, and sometimes even gasp at the views of other individuals, which may positively impact their ability to think creatively. How a fellow participant discusses a book or a different perspective of approaching a task creatively can make participants change their perception. The aspect of competition in reading which involves collaboration is in line with a lot of occupational genres where people work together in groups thus coming up with new ideas (Paulus et al,2012).

Even while reading competitions are appreciated for promoting creativity, competition often brings pressure and stress into the process, which should be mentioned (Kennedy & Date,2022). While this pressure is to encourage the enhancement of creativity, it can prove counterproductive, in that participants can shift from creativity to the desire to win. Hence, following the balance between competition and creativity, to make the students feel motivated, but not stressfully challenged, the organizers and educators

should ensure. When done right, the reading competition is quite a useful instrument that promotes creativity as participants are expected to think critically and creatively about the material they read (DiMenichi & Tricomi, 2015).

Therefore, reading competitions are beneficial and an interesting way of coming up with a structured event where learners can learn and even get creative when reading. Through such competitions encouraging active reading, creativity, and social communication many opportunities are given to the participants to resolve their creative thinking skills. This paper will therefore seek to review reading competitions focusing on the improvement of creativity, and the effects of these competitions on the thinking and creativity processes, especially with concern to learning institutions. We will perform a literature review to analyze the methodologies, outcomes, analyses, and recommendations of how to enhance the creativity of reading competition.

LITERATURE REVIEW

The link between reading and creativity has been a major focus of interest in research for as long as four decades with a variety of studies conducted on the effects of reading on the mind and the level of creativity that it promotes. As noted by Bazhydai & Westermann (2020), creativity is generated by curiosity, cognitive flexibility, and, lastly, the integration of information from various sources of information. But more importantly, reading as an endeavor of the mind taps into these aspects since it opens people's eyes to new possibilities. In the case of young learners, reading assumes a very significant function regarding not only their knowledge bank but also their emotions and the ability to entertain good thought processes.

In light of this, it is evident that reading competitions complement the conventional gains that accrue from reading as much as they form another level. The competitive aspect, when properly harnessed, causes students to read texts in a more intensive manner than they would, had the physical competition imposed on them. The study conducted by Matyakhan et al (2023) revealed that students who competed in reading competitions understood the content better than the students who did not compete. This increased engagement is one of the reasons that can be linked to the increase in creativity because it calls for more than just an ability to identify what is put forward as the truth in a particular literary piece but the ability to look beyond that to arguments, sentiments or concepts in the literary piece. As a result, because readers are challenged into wanting to look for more meaning in a particular text and come up with something unique as a result of competition, reading competitions encourage more creative thoughts and ideas. Some of the comparative studies that have been conducted on reading competitions show the direct effects of competition on creativity. Superable (2020) did a study using middle school students and the one who engages in reading competitions gains a lot of improvement in creative writing tasks as opposed to the one who does not. The study highlighted that those involved in reading competitions read more books and branched out in the reading material meaning that they are exposed to different narratives, issues, and/or modes. This exposure is a very important aspect of the development of creativity since it challenges participants to start walking outside the square box and looking for more creative aspects.

The need to read in multiple genres and literary styles is another feature that runs through the literature considering reading competitions and creativity. Kuzmicova & Cremin (2022) established that reading competitions sometimes allow children to read any type of book and sometimes give children specific genres such as science fiction, fantasy historical, and non-fiction. Since participants are exposed to such a vast number of literary pieces, the authors encourage them to think creatively. Every genre opens different creative possibilities—while sci-fi allows for constructing credible visions of the future, historical fiction creates an entirely new vision of history. This work thus postulates that those participants who read across different genres during competitions are more likely to perform well in other creative activities such as story writing or project development than those participants who only read a small range of texts. Another aspect of social interaction that affects creativity is through reading competitions.

Almost all the competitions entail elements of discussion, debate, or activities that entail the expression of ideas as well as towards other contestants' ideas. Amalia (2018), in his article on the Philippines' Read or

Ride Literacy Competition – the Department of Education’s annual contest that challenges competitors to answer questions about books –provided an example of how students who participated in pairings or groups come up with better interpretations of a reading. Thanks to this interaction with peers, the participants of the particular lesson can look at it from a different perspective and therefore come up with better ideas and more creative solutions. What is worth underlining is that these events are strictly competitive, and this aspect gives added value to the process since participants work not only with the material but also with the need to win.

Nonetheless, it has to be pointed out that not all the features of reading competitions can be considered positive in terms of creativity. As noted by Acar et al (2016) while pressure and competitiveness are good for creativity, too much of it may hurt the process. Sometimes the main part of the task can be reduced solely to the desire to win and the essence of the creativity of reading can be completely forgotten. It makes the kids stressed and this in turn describes a scene of burnout especially among young kids so much that it diverts from the intended use and purpose of reading more exercises.

Thus, it can be concluded that the literature provides substantial support for the idea that reading competitions will raise creativity especially where there is an urging of wider text type selection and cooperative learning among the learners. Although competition is one of the most effective incentives, these non-formal learning activities must be designed with appropriate levels of competition, but also fun and a desire to create. If managed properly, the reading competes can be a very useful experience that will assist the users to learn how to think outside the box, and creativity, which is very vital in today’s society.

METHODOLOGY

This section outlines the methodology used to conduct the comprehensive review of existing literature on the role of reading competitions in enhancing creativity. The methodology follows a systematic approach to ensure that relevant and high-quality research is included, using clear criteria for the selection and analysis of sources. The aim is to provide an evidence-based understanding of how reading competitions influence creativity, particularly among young learners.

Literature Search Strategy

The literature search strategy was designed to identify relevant studies, articles, and reports that examine the intersection between reading competitions and creativity. Multiple academic databases were utilized for this purpose, including Google Scholar, JSTOR, ERIC (Education Resources Information Center), and PubMed. The search terms used included “reading competitions,” “creativity enhancement,” “educational competitions,” “cognitive development through reading,” and “creativity in reading programs.”

To ensure comprehensive coverage, both peer-reviewed journal articles and credible gray literature such as educational reports, policy papers, and conference proceedings were included in the search. The initial search yielded approximately 200 potential sources. These sources were then filtered for relevance and quality, focusing specifically on studies published between 2012 and 2024 to capture recent trends and research developments in reading competitions and creativity.

Inclusion and Exclusion Criteria

Inclusion and exclusion criteria were applied to narrow down the results and ensure that only the most pertinent studies were included in the review.

- **Inclusion Criteria:**

- Studies published in English.
- Research articles or reports focusing on the impact of reading competitions on creativity.
- Studies involving participants in educational settings (e.g., schools, libraries, or community-based programs).

- Empirical studies that used qualitative, quantitative, or mixed-method approaches to examine the effects of reading competitions.
- Publications from credible sources, including peer-reviewed journals and educational reports.
- **Exclusion Criteria:**
 - Studies focused solely on general reading habits without reference to competitions.
 - Articles that did not assess creativity or related cognitive skills.
 - Studies involving non-competitive reading programs or interventions unrelated to creativity.
 - Publications in languages other than English or studies published before 2000, as they did not reflect current educational practices or research.

After applying the inclusion and exclusion criteria, 30 studies were selected for further review. These studies provided a balanced representation of the current research on how reading competitions affect creativity.

Data Analysis

The data from the selected studies were analyzed using a thematic analysis approach. Each study was reviewed in detail to identify key themes related to the enhancement of creativity through reading competitions. These themes included cognitive flexibility, creative problem-solving, storytelling skills, and collaborative creativity. Particular attention was paid to the methodologies used in the original studies, the participant demographics, and the specific types of reading competitions examined.

Quantitative studies were analyzed for statistical data on creativity outcomes, while qualitative studies were reviewed for insights into participant experiences and the processes through which reading competitions enhanced creativity. The findings were then grouped into common categories to provide a coherent synthesis of the data.

Synthesis of Findings

The synthesis of findings was conducted by organizing the data from the reviewed studies into key thematic areas, such as the role of diverse literary exposure, collaborative learning, and the impact of competitive dynamics on creativity. The findings from different types of reading competitions (e.g., school-based, community-based, and digital competitions) were compared and contrasted to identify patterns and variations in how they contributed to creative development.

The synthesis process also involved identifying any contradictions or gaps in the literature. For example, while most studies reported the positive effects of reading competitions on creativity, some highlighted potential negative impacts, such as stress and the pressure to win, which could dampen creative expression. These divergent findings were considered in the final analysis and integrated into the broader discussion.

Limitations

While the review aimed to provide a comprehensive overview of the role of reading competitions in enhancing creativity, several limitations were noted:

- **Limited Scope of Studies:** Many of the studies reviewed focused on specific age groups, such as primary or secondary school students, which may limit the generalizability of the findings to other demographics, such as adult learners or different educational contexts.

- **Lack of Longitudinal Data:** Most studies were cross-sectional, examining the effects of reading competitions over a short period. There is a need for more longitudinal studies that assess the long-term impact of these competitions on creativity.
- **Variation in Competition Formats:** The structure and rules of reading competitions varied significantly across the studies, making it difficult to draw definitive conclusions about which specific types of competitions are most effective in enhancing creativity.
- **Cultural Differences:** Many of the studies were conducted in Western educational settings, which may not fully capture the role of reading competitions in other cultural contexts. Further research is needed to explore how cultural differences influence the relationship between reading competitions and creativity.

Despite these limitations, the data provides valuable insights into the positive role that reading competitions can play in fostering creativity, particularly when they are designed to promote diverse thinking, collaboration, and creative expression. Future research should address these limitations by exploring a broader range of participants, competition formats, and cultural contexts.

RESULTS

From the presented literature, it is seen that there is quite a complex relationship between reading competitions and creativity. Several findings that are evident from the analyzed studies pointed to several themes that explain how reading competitions help in the development of creativity. Such results pertain to specific topics including the effects of various texts, the application of competition in stimulating creativity, and the advantages and disadvantages of competitive pressure concerning the learning environment. The following is a consequent summary of the above findings in line with the literature reviewed above.

Why Is It Helpful to Read Diverse Materials: The Effect on Creativity?

Among the complex breakthroughs identified in the literature, the top was a key to the identification of creative values through reading, particularly that which is involved in the diversity of books. Several studies pointed out that reading competitions also involve participants in reading numerous categories of work such as fiction, non-fiction, fantasies, science fiction, historical, and many others. That way, reading various genres and styles puts pressure on the reader to go beyond his paradigmatic lens and make use of critical thinking skills.

Indeed, Kuzmicova & Cremin (2022) noted that the participants who were selected for reading competitions got more creative as well as appreciated the generic variety by synthesizing information from the various types of text. This ability to make connectional shifts across genres is a crucial part of creativity, especially in the creative thinking process. For instance, students who had read both science and history were noted to be better placed to perform creative writing tasks than those who read more scientific-based books because the students were able to imagine futuristic stories and support them with historical facts and events they had read in their history books.

Similarly, the literature points out that early and frequent exposure to different cultures with the help of different books also develops creativity. In this way, through reading stories in different parts of the world or written by different authors from different cultures, can have new points of view about ways of thinking or solving problems and new forms of narration. This is because it enhances their creative skills through diversity, as it offers variant modes of ideas and themes for which they can work when interpreting texts or delivering their creativities.

Competition as a Factor in Encouraging Innovative Schemes

Reading competition was pointed out as an essential dimension of reading competitions, as well as motivational for a creative approach. As observed in most of the research, the competitive component

makes the participants work harder with the reading tasks they are assigned. Superable (2020) observed EXE and control groups of students in a reading competition show that the former leans more as more than just a passing interest. It was because of this interaction that participants were able to produce creative responses and envisage ways and means of interpreting these texts.

Most competitions entail that the participants have to write summaries of books that they have read, analyze some themes, or even provide their opinions and arguments in the form of essays or even debates. These tasks make participants transcend the lowest level of processing where they only understand the material in front of them, to a higher level of processing which is very important in thinking creatively. Similar results were observed by Kırmızı (2017), who concluded that high creativity levels could be detected in participants in reading competitions, particularly if they were to solve such creative tasks as designing different posters or rewriting stories to create an original ending. They were forced to make their decisions innovative because everyone knew that their work would be compared to that of other groups in a competitive environment.

But as a negative aspect, it was observed that competitiveness tends to have a dampening effect on the possible creativity of participants mostly when people have to compete and everything they are doing is to compete rather than to create. Acar et al (2016) give an example of how some of their students were affected by the high-pressure competition in a particular subject and they could not come up with any innovative thinking at all they just froze up. This indicates the correlation between competition and creativity meaning that while competition promotes idea generation, it has to be well-balanced so as not to cause stress.

Group Study Solution and Creativity Boost

Another precondition by which creativity was fostered through reading competitions was collaboration. Most of the existing competitions including those that are organized in school environments call for group discussions, debates, or work in teams. This social interaction enhances creativity since participants are in a position to not only learn from the insights of other people but also to develop what others have said.

Amalia (2018) identified that competitive events with a focus on collaborative readings helped students to provide more distinct and original interpretations of the text as opposed to individual approaches to the task. Discussions were identified as a general category contributing to creative thinking and out of them, Group discussions were rated as important. During such discussions, participants get acquainted with a variety of perspectives and are forced to construct better and deeper conceptions.

Moving from one group to another, besides general discussions, the creation of presentations and role-play scenes from books is seen as a way of extending creativity since everyone works towards problem-solving creativity. For instance, in a competition whereby students were assigned to dramatize scenes from books, students had to consult on how to stage the scene and what dialogues were appropriate for the characters. This process encouraged creativity because the students had to use problem-solving and teamwork skills, combined with creativity to come up with a solid and creative performance.

The Role of Healthy Competition in Creative Motivation

In the creative process of reading competitions, competition has a two-fold function. On the one hand, competition guarantees that participants will pay more attention to the content and try to be as innovative as possible. Presumably, the desire to perform well can make a definite line towards critical evaluation of the texts to be read; introducing new interpretations of the ideas; and developing new strategies for presenting ideas. According to Kırmızı (2017), students who worked on creative tasks such as writing an alternate ending of a movie or coming up with designs for an art project could work much harder if the competitive press was applied.

However, the pressure of winning can also have negative effects especially when the competition is too extreme or when the focus is solely on the winning and not on the joy of reading and being creative. Acar et al (2016) also noted that in some of the studies, the participants reported anxiety and creativity setbacks

resulting from the pressure to perform. Competing forces present in such environments indicate that although competition can act as a motivator, its use has to be controlled in a manner that does not complicate the creative process.

To overcome this challenge, one can suggest that organizers of the competition should introduce healthy rivalry so as not to pressure participants into innovation by making them feel they can lose their jobs. The possibility of doing this can be achieved through the various reading competitions that are done both individually as well as in groups. For instance, even if the participants were allowed to participate individually in some of the aspects of the competition, they can be encouraged to perform in groups when it comes to creative tasks so that they may be able to share ideas and not feel the pressure of having to deliver on their own. This approach not only improves creativity but also fosters teamwork and support among the employees.

Drawbacks of Competitive Pressure on Creativity

As to creativity, there was congruent evidence of the positive effects of reading competitions, but several researchers mentioned some considerations and concerns of possible negative consequences due to the competitive environment that entrants had to be a part of. Some of the researchers such as Acar et al (2016) noted that aggressiveness and competitiveness in employee productivity may create stress and anxiety thus reducing creativity. However, in actual competitions, especially when the objective is to win, the focus shifts from idea creation to performance standards that must be met.

This emphasis on victory may lead to the fear of loss and thus stifle the creativity process which is essential in designing. For instance, to be safe, a participant may avoid coming up with a creative solution for a problem and instead provide a standard solution knowing fully well it will fetch better grades and impress the judges. The study conducted by Acar et al: (2016) also revealed a study that showed that certain participants within high-stake competitions develop creative ceilings and stalls as they were hesitant and afraid to come up with new ideas as they would lose their competition if their creative ideas was not up to the required standards. This means that it is very important, on one hand, to encourage competitiveness since this will foster creativity but, on the other hand, competition must be regulated to avert undesirable effects.

Summary of Key Findings

Altogether, the findings suggest that reading competitions in general have rather a positive effect on creativity provided that the contestants are read various texts, study in groups, and encouraged by competition. But one must also not forget the prospects of stress and pressure hindering creativity, though in this article it has been praised. Teachers and the people who are in charge of such events need to find how to ignite the competitive spirit in students but at the same time let the students be as creative as they want without the pressures of being judged or not winning.

Therefore, reading competitions can be considered useful for the development of creativity if the primary focus of the realization of this kind of activity for students is directed towards appreciable thinkers' psychological security and the development of their personality.

Discussion and Recommendations

Thus, the findings of this review substantiate the important potential of reading competitions as a stimulus for creativity in participants. By design, such competitions compel a given individual to study literature works he or she is interested, in a more exhaustive, reflective, and innovative manner. However, it is found that the impact of reading competitions on creativity depends on some factors such as the type of books read, the kind of competition how competitive it is, and how fun it is to participate in the competition. This discussion extends these findings by discussing all the benefits of reading competitions and the possible challenges that might be associated with them. Moreover, some suggestions are offered as to how the potential creativity can be maximized in such contests.

Fostering Creativity Through Diverse Reading Materials

The usage of reading competitions with different genres and styles of writing makes creativity improve, this is one of the most obvious conclusions of the literature. Every time participants interact with a variety of texts such as science fiction, fantasy, historical fiction and non-fiction new worlds, new ideas, and perceptions are brought forward. Incubation is achieved through exposure works by forcing the creatives in an activity to think through several possibilities, compose ideas across two or more genres, and blend ideas from diverse sources. As was also emphasized by Kuzmicova & Cremin (2022) and Superable (2020) this kind of cross-genre contributes to the participant's liberation from the usual approaches that are necessary for creativity.

As for the recommendations made, it is necessary to state that competition organizers should pay more attention to the variety of the presented reading among the participants. This means picking up books from several classifications and authors from different cultural, linguistic, and thematic backgrounds. In this way, the organizers can guarantee the audience gets not only thought-provoking but also provided with basic sets of resources and motivation to create. Further, when engaging in unfamiliar genres, creating rewards for participants' flexible and creative thinking can broaden a child's imagination.

The Role of Healthy Competition in Creative Motivation

The element of competition in reading competitions hence has a twofold function as a part of the creative process. On the one hand, the contest stimulates participants to investigate the material to a greater extent and work harder on producing unique ideas. The need to succeed can make people read critically, look for ways to interpret texts they find on their own, and provide creative solutions in informative. In the study of Kirmızı (2017), it was identified that participants who were involved in creative tasks such as writing an extra ending or preparing visual projects acted better when they were motivated by the context of competition.

However, the pressure to win can also be ill-suited, especially if the competition's intensity is excessive or if students are focused strongly on performance instead of the fun that is to be found in reading and creating. According to Acar et al (2016), some of the participants in the study mentioned that they felt anxious and experienced creative stagnation because of expectations. This has made it possible to understand that though competition is a strong inducement to the workforce, it has to be controlled to check on its likely negative impact on the creativity of workers.

To overcome this challenge, the following have been suggested: The organizers should be able to balance the level of competition and inventiveness during the event so that the participants can create without feeling pressured and defeated just in case they do not achieve the set standards. The following are the ways of achieving the required balance, In the process of introducing a reading competition one has to ensure that it has individual as well as group working aspects. For instance, even though participants may be performing solitary at some of the events, they could be asked to form groups to create creative events, relieving pressure from the need to compete as individuals. It also fosters creativity and develops teamwork and cohesiveness among the members.

Collaborative Learning and Its Impact on Creativity

The fact that many reading competitions are carried out as team efforts is another thing that enhances creativity. Debate with peers, brainstorming sessions with group members, as well as group assignments and discussions all add to the creative process because it puts the participant in a different mindset and allows the individual to assimilate ideas from their colleagues. In group discussions as part of reading competitions which some students engaged in, Amalia (2018) highlighted that such learners could produce further interpretations of the texts and come up with creative solutions.

Different ideas are developed in different ways and this is why collaborative working is prominent as ideas are usually developed through discussion. In a group setting, the exposure is rather made to different ideas

that fall within the category of one's idea set hence improving on the thought processes and coming up with much better ideas. Also, integration of dramatization or group shows where the participants can join forces in finding creative solutions to drama later, for instance, arranging or organizing how to depict a scene or how to illustrate a book.

Therefore, the reading competitions should incorporate more activities that would require the participants to work in groups and share how they are coming up with the ideas. Leaders could present collective tasks which would include reading a book and making a joint interpretation, creating something artistic, or staging a play. In doing these activities, should be developed in such a way that everyone in the team gets to express his / her ideas and creativity fully. Through collaborations, reading competitions can develop occasions where readers will endorse creative works through communality and togetherness.

Managing Competitive Pressure and Promoting Enjoyment

There is always the positive aspect of competition, where it motivates the participants to work harder with a certain level of competition which has to be controlled to ensure that the participants are not under too much pressure that their creativity is dammed by fear of not winning. The literature shows that there are certain problems connected with the increased role of competition, for example, people may become too focused on the final results rather than on the creative process itself especially it may happen during important contests and championships. This often results in a decrease in creativity in tasks, performers avoiding different risks and thus avoiding mistakes at the same time.

To avoid such risks, it is suggested that competition organizers focus on encouraging participants to read and engage in creativity other than providing performance scores. One way, for example, would be to extend the assessment criteria for the text other than the degree of accuracy or the amount of knowledge about the text, creativity, and the ability to create. Managing competition in a way that can foster creativity and risk-taking means that people are free to think out of the box since they won't be penalized for their ideas.

Further, instead of merely putting participants in rank-based positions, it is helpful for them to know the aspects of their creative efforts that were good, as well as where they were lacking, and how they can progress in the future. This culture should be embraced especially by the event organizers who should ensure that participants feel free to tweak their creations and come up with out-of-the-box concepts. They were supposed to help minimize the stress that comes with the pressure of competition and foster a conducive ground for ideas.

CONCLUSION

Consequently, reading competitions present valuable and unique opportunities for creativity, on the condition that the respective programs are designed with the principles of competition, cooperation, and fun in mind. A variety of materials read, positive motivation in the form of competition and the aspect of group work all contribute to the aspect of creative thinking among participants. But to get to the sources of creativity it is necessary to keep the competitive pressures in check and make sure that participants do not feel pressured into creating but are having fun while reading and discovery processing.

Recommendations

Based on the findings from this review, the following recommendations are made to enhance the effectiveness of reading competitions in fostering creativity: Based on the findings from this review, the following recommendations are made to enhance the effectiveness of reading competitions in fostering creativity:

- 1. Diversify Reading Materials:** To promote creativity in students, the reading competitions should consist of a multitude of topics and streams. Books chosen by organizers should offer participants notions that they are not familiar with regarding styles of writing and structures of narratives. Such diversity keeps the participants focused and challenges them to approach many topics and themes critically and innovatively.

2. Balance Competition with Enjoyment: As we have seen, competition can be an excellent way to inspire people but it is crucial not to overdo that or it will become counterproductive. The fact that kids have to read books and solve creative puzzles is an important message for the organizers that they shouldn't make the students overly competitive. Redesigning the atmosphere more comfortably will help people experiment and be as open as they can to work with them.

3. Incorporate Collaborative Activities: It also means that collaboration has to be an aspect that defines reading competitions. Team debates, games, and brainstorming activities entail the participant using group writing techniques to provide and receive ideas. The above social interaction aids in the development of creativity since the participant gets to perceive the problem from a different angle and work as a team to find the solution. Planners should ensure that all activities to be conducted encourage teamwork and at the same time ensure that each contribution is recognized.

4. Encourage Creative Expression: Competitions should extend to cover activities that are more than just quizzes or even merely basic comprehension activities. Including creative assignments for instance writing new endings, acting out scenes, drawing or making of posters, or even the making of multimedia projects will offer those participants a chance to be creative in various ways. Apart from this, it contributes to making the competition more colorful besides development of various facets of creativity.

5. Provide Constructive Feedback: Instead of being centered on rankings and competition results, the organizers should provide the participants with constructive criticism which will be beneficial in matters of enhancing creativity. On this note, people's feedback should also be a rich source of encouraging them to further their creativity as well and their ideas that they think were half-baked should not be discouraged but rather be reminded of what they can do next time to enhance their creativity. This approach minimizes the idea of victory and helps in developing a creative attitude and the ability to flourish.

6. Manage Competitive Pressure: It is important for organizers to act in ways that address the issue of competition; they should check on their participants to ensure that the rate under which they compete stresses them. It can hardly be overemphasized that the focus should be made on the process rather than performance: a healthy competitive context is to be developed. Rotating the reward system and setting rewards not only as a maximum degree of performance but for creativity or even as the best team effort is likely to help in avoiding this problem and encourage the participants to concentrate on creative development.

7. Integrate Digital Platforms: In the twenty-first century, where everything is going digital, reading competitions should not shy away from integrating technological advancements such as digital storytelling platforms, virtual collaboration, and multimedia presentation. Not only do these elements contribute to the consideration of the competition being more open and accessible but also the participants get new possibilities of how to share their imagination. With the help of technology, organizers can introduce more interesting and unique approaches to the reading competition.

8. Foster a Growth-Oriented Mindset: One needs to ensure that the participants do not look at reading competitions as a way of competing but instead as ways of developing themselves as well as coming up with something new. The organizer should enhance the culture that encourages the participants to innovate, take chances, and learn from their achievements and blunders. This growth orientation approach will enable the participants to view competition as a process of growth of their creative potential over a period and not a one-off event taken to win.

By implementing these recommendations, reading competitions can become even more effective in enhancing creativity, providing participants with the tools and motivation to think critically, innovate, and express their unique ideas.

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