

Deciphering the Concept of Imagination in Cultural-Historical Psychology: The Problem of Domain Distinction with Creativity
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Abstract

The advances in creativity research within the Cultural-historical school of Psychology focus on significance, re-definition, domain-distinction and experimental verification of the concept of imagination. The Vygotskian conception of Imagination as a reality-manifesting material as opposed to the common meaning of fantasy is significant to the overall framework for other cognitive processes. The ontological relevance of the concept in day-to-day affairs makes it a primary and basic process for other higher-order cognitive processes like Creativity. This article reviews the Vygotskian conception of imagination and the later experimental work on imagination by Michael Cole and Etienne Pelaprat. It also focusses on the relationship between creativity and imagination. The review is focussed on significant arguments, experimental methods, Domain-distinction of creativity and imagination and its implications. Vygotsky refers to two basic processes in creativity based on perception-Dissociation and Association of elements. Imagination and creativity are different in developmental time scale and in adaptability. Creativity is in cultural historic plain whereas imagination is in individual-temporal-spacial plain.

Key words – Creativity, Imagination, Vygotsky.