



A STUDY OF THE SYNECTICS MODEL OF TEACHING IN SOCIAL SCIENCE IN RELATION TO THEIR CREATIVITY

Paravinkousar I Momin

Research Scholar, Department of Education, Akkamahadevi Women's University, Vijayapura, Karnataka, India.

Dr.T.M.Geetha

Research Guide, Department of Education, Akkamahadevi Women's University, Vijayapura, Karnataka, India.

ABSTRACT

The purpose of this paper how synetic model effect in teaching learning in social science students , Social science is that more or less useful branch of human knowledge, which deals with everything as- social, intellectual, economic, political and even religious aspects pertaining to citizenship, past present and future, local, national, international and human. We have noticed that many educators are not automatically aware of the spectrum of useful applications for models designed to induce divergent thinking. For some reason, many people think of "creativity" as an aptitude that defines talent in the arts, especially writing, painting, and sculpture.

KEY WORDS:-creativity, synetic model, human, intelligence

INTRODUCTION

Social science is that more or less useful branch of human knowledge, which deals with everything as- social, intellectual, economical, political and even religious aspects pertaining to citizenship, past present and future, local, national, international and human.

History of Synectics William J.J. Gordon began formulating the Synectics method in 1944 with a series of studies designed to discover the psychological mechanisms of creative thought. At that time, most psychologists considered creativity as mystical, subconscious process that science could not measure without disrupting the process itself. Gordon, however believed identifying the sub conscious processes and bringing them into conscious thought would not disrupt the creative process; in fact, he believed that doing so would enhance it.

The term Synectics is derived from the Greek "Syn" and "Bctosf means "the joining together of different and apparently irrelevant elements".

Synectics is one such model all though originally designed to facilitate invention and problem solving with adults in industrial settings, its eclectic scientific basis has made it a natural class room tool. Although the model has been in practice in American schools since the early 60s, it remains relatively unknown and under used for the rest of the world.

Definitions

Gordon's "Synectics team examined creative individuals in the midst of their creative processes by encouraging them to think aloud as they solved complex problems".

Creativity

Although creativity has been a topic of some interest throughout man's history, but it is only very recently when efforts were made to study it scientifically. Prior to 1950, there were only trickle of research articles on creativity. The Russian threat in technological advancement was probably the immediate reason for American scientists to sensitize the need of creativity in technological competition. The credit goes to Guilford who opened the present era of research in creativity with his 1950 presidential address to the American psychological association in which he alerted the psychology its to the need for work in creativity. It is he who in his 'Structure of Intellect Model's has effectively redefined intelligence so as to include creative behaviours.

Another approach to the stimulation of creativity through metaphoric activity is presented by Judith and Donald Sanders (1984). Their book is particularly useful for the range of explicit applications that are included. We have noticed that many educators are not automatically aware of the spectrum of useful applications for models designed to induce divergent thinking. For some reason, many people think of "creativity" as an aptitude that defines talent in the arts, especially writing, painting, and sculpture; whereas the creators of these models believe that this aptitude can be improved and that it has applications in nearly every human endeavour and thus, in every curriculum area.

OBJECTIVES OF THE STUDY

- To identify the synatic model teaching learning in social science.
- To identify the synectics model in relation to their creativity.

HYPOTHESES

- 1) There is no significant difference between pre-test and post-test scores of creativity in social science of high school students in conventional teaching group.
- 2) There is no significant difference between pre-test and post-test scores of creativity in social science of high school students in synectics model of teaching group,

METHODOLOGY

In this study the research investigator using experimental Method in 9th standard student the sample is this study N=100 have been considered the present study.

Sample

2 school 1 Government and 1 private Added schools are selected for the study in Vijayapura city 100 students are selected with the help of purpose random sampling technique.

Tools

The tools used for study collection were: Creativity Verbal and Non-Verbal Tools Developed by Tools Dr.Bequer Mehdi.

ANALYSIS OF DATA

Table 1

Results of dependent t-test between pre-test and post-test scores of achievement in Social science of high school students in conventional teaching group.

Test	N	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pre-test	50	35.30	10.38	-0.16	1.48	-0.7666	0.4470
Post-test	50	35.46	10.70				

From the results of the above table, it can be seen that, no significant difference was observed between the pre-test and post-test scores of achievement in Social science of high school student in conventional teaching group ($t=-0.7666$, $p>0.05$) at significance level of 5 percent. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. It means that, the pre-test (35.30 ± 10.38) and post-test (35.46 ± 10.70) scores of achievement in Social

science of high school students in conventional teaching group are similar. The average score of pre-test and post-test achievement in Social science of high school students in conventional teaching group are also presented in the following figure.

Figure: Comparison between pre-test and post-test achievement in Social science of high school students in conventional teaching group.

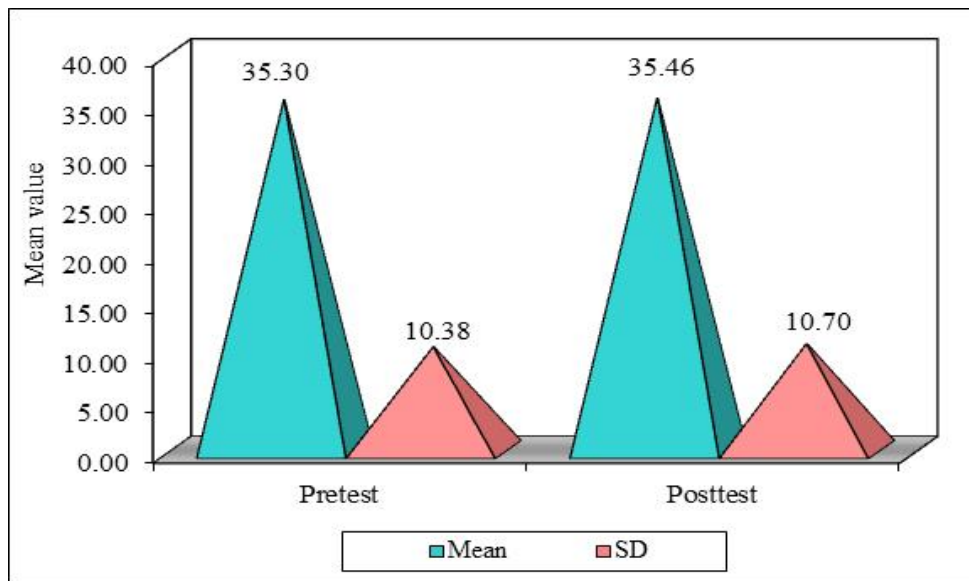


Table 2

Results of dependent t-test between pre-test and post-test scores of achievement in Social science of high school students in synectics model of teaching group

Test	n	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pre-test	50	35.78	8.10	-18.90	10.64	-12.5636	0.0001*
Post-test	50	54.68	10.43				

* $p<0.05$

Figure: Comparison of between pre-test and post-test achievement in Social science of high school students in synectics model of teaching group.

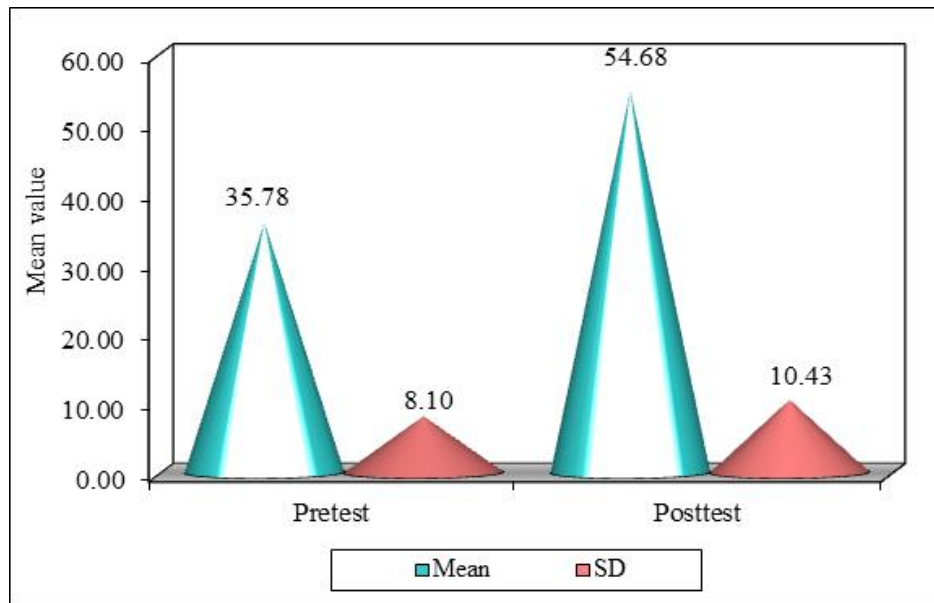


Table 3:

Results of dependent t-test between pre-test and post-test scores of Creativity in social science of high school students in conventional teaching group.

Test	n	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pre-test	50	25.84	4.25	-0.32	1.24	-1.8304	0.0733
Post-test	50	26.16	4.03				

From the results of the above table, it can be seen that, no significant difference was observed the pre-test and post-test scores of Creativity in social science of high school students in conventional teaching group ($t = -1.8304, p > 0.05$) at significance level of 5 percent. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. It means that, the pre-test (25.84 ± 4.25) and

post-test (26.16 ± 4.03) scores of Creativity in social science of high school students in conventional teaching group are similar. The average score of pre-test and post-test Creativity in social science of high school students in conventional teaching group are also presented in the following figure.

Figure: Comparison of between pre-test and post-test scores of Creativity in social science of high school students in conventional teaching group.

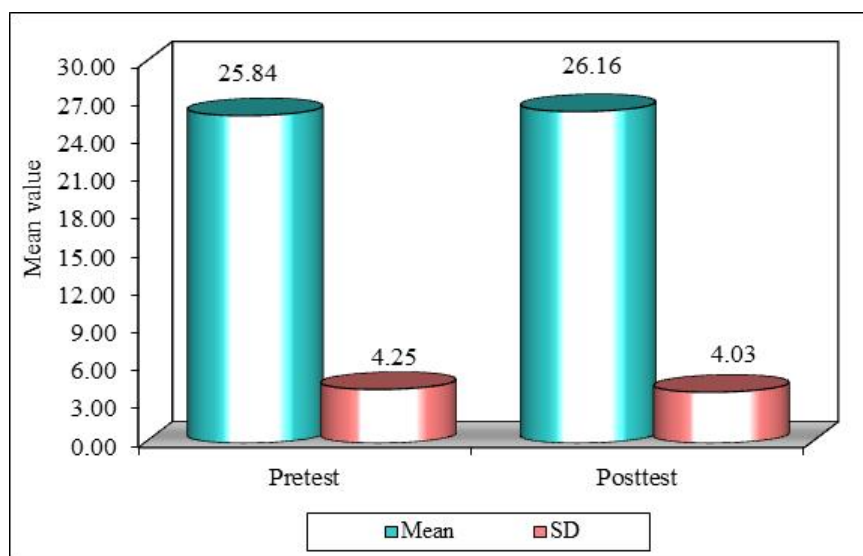


Table4:

Results of dependent t-test between pre-test and post-test scores of Creativity in social science of high school students in synectics model of teaching group.

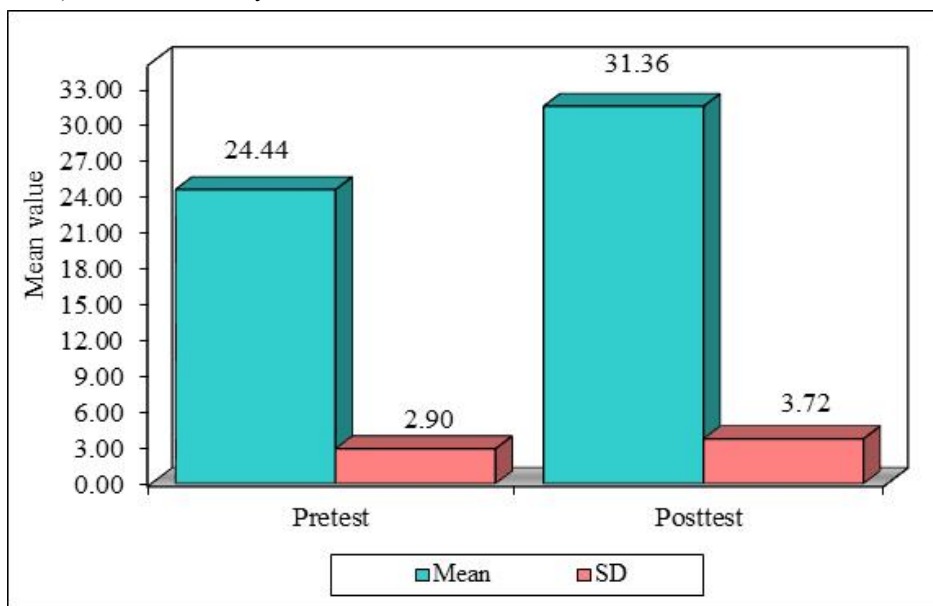
Test	n	Mean	SD	Mean Diff.	SD Diff.	Paired t	P-value
Pre-test	50	24.44	2.90	-6.92	3.96	-12.3462	0.0001*
Post-test	50	31.36	3.72				

*p<0.05

Results of the above table shows that, a significant difference was observed the pre-test and post-test scores of Creativity in social science of high school students in synectics model of teaching group (t=-12.3462, p<0.05) at significance level of 5 percent. Therefore, the null hypothesis (H₀) is rejected and alternative hypothesis (H₁) is not rejected. It means that, the post-test (24.44±2.90) scores of Creativity in social science are significantly higher as compared to pre-test (31.36±3.72) scores of Creativity in social science of

high school students in synectics model of teaching group. In another words, the Creativity in social science of high school students are improved after synectics model of teaching. The average score of pre-test and post-test Creativity in social science of high school students in synectics model of teaching group are also presented in the following figure.

Figure: Comparison of between pre-test and post-test scores of Creativity in social science of high school students in synectics model of teaching group.



REFERENCE

1. A.R.Rather : "Creativity", Sarup & Sons Published., New Delhi.
2. B.C.Mahapatra: "Models of Teaching in Education", Sarup&Sons Published., New Delhi.
3. Louis Cohen, Lawrence Manion: "Research Methods in Education", Fifth Edition. London and New York.
4. M.S. Talawar: "Synectics Model Of Teaching", Anmol Publications Pvt Ltd., New Delhi.