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A STUDY ON EFFECTIVENESS OF SYNECTICS MODEL OF TEACHING IN ENHANCING THREE FACTORS OF LEARNERS

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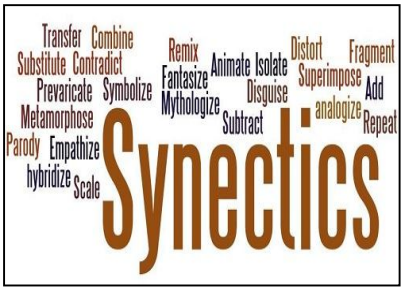
ABSTRACT :



The growth and development of human civilization since the pre-historic era till today is the result of explosion of knowledge and innovations in different fields. All such innovations are directly or indirectly related to human ingenuity and creative potentialities. As such, the creative individuals are the treasure of any nation. Creativity as a psychological construct is more or less present in each and every human being which is to be unfolded and nourished through a well planned and purposive system of education. Creativity is not only concerned with the creation of novel products but it is very much concerned with innovation of original solutions to problems at hand. As such, creative potentialities of the individuals need be developed among all the individuals through appropriate means for the greater benefit of the society.

KEYWORDS : *growth and development , human civilization , psychological construct.*

1. INTRODUCTION:

Education as we know is the most effective means for development of the innate abilities of the individuals, appropriate educational programmes need be evolved in the form of teaching techniques for the development of creative ability of the children. It may be mentioned here that the present day classroom transaction system provides little opportunity for creative work. The materials presented to the pupils are very much polished and finished products providing very little scope to think critically and divergently. Therefore, the teachers need be trained in appropriate creative teaching techniques to develop the same among the children.

The synectics model of teaching is one such approach specifically meant for enhancing creativity. The term synectics refers to putting irrelevant things together. Such task is generally accomplished by use of metaphorical exercises the keys to development of conceptual distance and ultimately contributing towards development of creative potential. This model of teaching generally consists of two approaches: Making Familiar Strange (MFS) and Making Strange Familiar (MSF). On the MSF approach, a number of research evidences are found in India and abroad as developing creative talent but a few research evidences are there on MFS approach especially in Indian context in developing creative talent of the learners.

Therefore, to support its credibility in favour of enhancing creative ability an attempt has been made through the present investigation to study the effectiveness of the synectics model, model of teaching in enhancing the creative thinking abilities of the children along with their academic achievement and

achievement motivation as the present day educational system gives emphasis on integrated development of the children.

2. STEPS OF SYNECTICS MODEL

Using four main steps, the Synectics Module can help any teacher turn a "boring or complicated" subject or concept into something creative and interesting.

1) **Direct Analogy** – Teacher identifies the concept to be explored by creating a direct analogy (e.g. "Learning is a circus.") and invites students to think of characteristics for each.

2) **Personal Analogy** – Although some students may find this step challenging at first, this is where student creativity is ignited and birthed by "becoming" the conceptual object and analog. (e.g. "Learning – I feel shunned and very unappreciated at times." Circus– "I feel excited because I'm the life of the party!") Group sharing and class dialogue is also a benefit!

3) **Analog Contrast** –Students compare and contrast the analog and conceptual objects. Again, other opportunity for students to express their various creative and different thoughts. (e.g. "Learning is not like a circus because it's not always entertaining and exciting!")

4) **New Analogy** – Students have the pleasure of creating their own analogy or a group analogy. Being the last step of the module, students are likely to be excited about presenting their new idea to the classroom! (e.g. "Learning is like a box of chocolates.") As a side note, teachers can also glean from their new analogies to use for future classes.

3. OBJECTIVES:

The study was undertaken with the following objectives:

a. To study the effectiveness of the Making Familiar Strange (MFS) approach of synectics model of teaching on development of learners' creative thinking ability,

b. To study the impact of MFS approach of synectics model of teaching on development of learners achievement in the subject general science and

c. To study the impacts of MFS approach of synectics model of teaching on achievement motivation of the learners.

4. HYPOTHESES:

The following hypotheses were formulated and tested in the process of investigation through appropriate techniques:

a. The Making Familiar Strange (MFS) approach of synectics model of teaching has no significant impact on the creative thinking ability of the learners.

b. The MFS approach of synectics model of teaching has no significant impact on learners' achievement in General Science.

c. The MFS approach of teaching has no significant impact on learners' achievement motivation.

5. METHODOLOGY:

The investigator of the present study followed the non-equivalent control group design of quasi-experimental type. For the purpose of experimentation two primary schools of Kalaburagi city, having almost similar facility, were randomly selected out of four apparently similar type of schools with regard to their management, infrastructural facility; teacher and student strength. All the 35 subjects of the experimental group and 36 subjects of the control group were subjected to the teaching of 18 lessons on General science. The experimental group was taught by the investigator himself by following the MFS approach of Synectics model of teaching whereas the control group was taught by their regular class teacher by following the traditional method of teaching. Further, for the purpose of the assessing creative ability, academic achievement and achievement motivation, the investigator used the verbal and non-verbal test of creativity as developed and standardised by Baquer Mehdi (1985); comprehensive achievement test on

General science and achievement motivation inventory as developed and standardized by the investigator himself.

The subjects of both the groups were pre and post tested on all the dependent variables such as; creativity, academic achievement and achievement motivation. The pre-test scores of both the control and experimental groups were found almost equivalent, when tested for their normality of distribution. As such, all the hypotheses were tested by means as applying the `t' test statistical technique.

6. MAJOR FINDINGS:

The major findings of the study are presented briefly in the following: The Making Familiar Strange (MFS) approach of synectics model of teaching was found to be effective in enhancing the creative thinking ability of the learners. The MFS approach of synectics model of teaching did not prove to be effective in enhancing the achievement motivation of the learners. The MFS approach of synectics model of teaching did not put any significant impact upon the achievement of the learners in the subject - General science.

7. CONCLUSION:

Creativity as one of the important psychological construct is found among the individuals in different degrees. It is not only essential for individual development rather has substantial contribution towards the growth and development of civilization from various angles, Therefore, attempts through appropriate teaching strategies like synectics model of teaching should be taken for enhancing such ability among the learners. It may also be suggested that steps may be taken to apply this approach with necessary modification for developing the academic achievement of the learners in different curricular areas and achievement motivation of the learners. However, the results of the present study do not encourage the use of the MFS approach in teaching with the objectives of enhancing academic achievement and achievement motivation.

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