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LANGUAGE CREATIVITY IN TAMIL OF IX STANDARD STUDENTS

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ABSTRACT:

The present study aims to find out the language creativity in Tamil of IX standard students. A samples of 200 students selected randomly were studied. Since the study deals with the present conditions normative survey method is used. Language creativity test has been constructed by the investigator. The results revealed that factors for the variations in Tamil creativity among the average ability students may be identified. Accordingly girls and boys, students of private and government schools may be oriented differently in divergent thinking pertaining to Tamil creativity. This implies teaching methods should aim at developing Tamil creativity. They should not aim for mere achievement but help for developing Tamil knowledge among the students as applied to real life situations.



KEYWORDS: Language creativity

NEED AND IMPORTANCE OF THE STUDY

As Cropley (1992) revealed, there is considerable confusion about the nature of creativity and there are at least two major ways in which the term is used. One the one hand, it refers to a special kind of thinking and one the another hand creativity is used to refer the generation of products that are perceived to be creative, such as works of arts, architecture or music. In terms of these creativity adopts the stance that it is the capacity to get ideas, especially original, inventive and novel.

In all the disciplines the origination or the processing of many information depend upon a language base. Therefore the language awareness among the students is very essential. Some students can write some interesting ideas in language if they are given the opportunity to think by themselves. The students should be left entirely on their own in order to truly display their language creativity and talent.

NATURE AND CHARACTERISTICS AND CREATIVITY

Creativity is a unique and novel personal experience, and on the basis of the experiences and findings of the various scholars, it

may be said to possess the following characteristics. Every one of us possesses and is capable of demonstrating creativity to some degree. Creativity is not confined to any individual, group of individuals, caste, colour or creed. It is universal and is not bound by the barriers of age, location or culture. Creativity denotes the ability of a person to produce something new or novel, but this novelty or newness does not necessarily imply the production of a totally new idea or object which has never been experienced or has never existed before. Creativity is a departure from the stereotyped, rigid and closed thinking.

DEFINITIONS OF CREATIVITY

Creativity is mental process that connects previously unrelated concepts, ideas, or experience into a new construct, a new idea creativity occurs in an individual's mind. Creativity by itself does not guarantee innovation. many new ideas are never transformed into new products, new services, or new value Best practices that promote creativity have to do with teaching people how to notice, use, combine and integrate diverse stimuli.

The terms 'creativity' and 'creative process' have been defined in many ways. Some of the definitions are as follows:

According to Stagner and Karwoski (1973) creativity implies the production of a 'totally or partially' novel identity. It means the product essentially new or novel and previously unknown to the producer.

Wilson, Guilford and Christensen (1974) explain the creative process as any process by which something new is produced - an idea or an object including a new form or arrangement of old elements. The new creation must contribute to the solution of some problems.

M.J. Levin (1978) has defined creativity as 'the ability to discover new solutions to problems or to produce new ideas, inventions or works of art. It is a special form of thinking, a way of viewing the world and interacting with it in a manner different from that of the general population'.

It is further explained by Papalia and Olds (1987) as 'the ability to see things in a new and unusual light, to see problems that no one else may even realize exist, and then to come up with new, unusual and effective solutions'.

Some of them consider it to be purely a function of the mind, a component of the cognitive behaviour to be an attribute of the person as a whole involving his total behaviour and functioning of his whole personality. Stein uses a cultural frame of reference and being novel, a creative product must be useful from the cultural and social angles while others view it in a personal frame and hold that.

A product may be a creative one if it is new or novel to the individual involved, if it is his creation, if it is expressive of himself rather than dictated by someone else. It needs to be neither useful nor unique.

By assigning the characteristic of "a unique personal experience" to the creative product, the scope has been so widened as to include any novel idea or thing including the rearrangement or reshaping of already existing and known ones. The definitions given above have considered creativity both as a process and a product, the thought as well as its result, but the central, essential condition of novelty or newness in the creation has not been overlooked by any one. By incorporating all these viewpoints, creativity may be described as the capacity or ability of an individual to create, discover, or produce a new or novel idea or object, including the rearrangement or reshaping of what is already known to him which proves to be a unique personal experience.

OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference between IX standard boys and girls in. Fluency Flexibility, Originality, Elaboration, Total Creativity.
- To find out whether there is any significant difference between IX standard government and private school students in. Fluency Flexibility, Originality, Elaboration, Total Creativity.

METHOD OF STUDY

Normative survey method was used in this study as it is considered to be appropriate one to measure the Tamil creativity of students who are studying schools.

THE TOOL USED IN THE STUDY

Language fluency test is constructed by the investigator. The tool has five sub tests namely plot building, dialogue writing, poetic dictions, descriptive style and vocabulary test.

Language creativity test has been constructed by the investigator. The test has five sub tests namely. (i) Plot building (ii) Dialogue writing (iii) Poetic Diction (iv) Descriptive Style (v) Vocabulary test. The scoring is done on the basis of four factors namely fluency, flexibility, originality and elaboration. Experts in the field of Psychology Education and Tamil Language Ascertained the content validity of the tool.

LOCATION OF THE STUDY

The location for the present study is eight schools in and around Cuddalore District, in the state of Tamil Nadu.

LIMITATIONS OF THE STUDY

The sample was confined to only Cuddalore district of Tamil Nadu. The following are the limitations of the study. The investigator restricts the present study in the following manner.

1. The present study is limited only to students at High School Level.
2. The sample was confined to only Cuddalore district of Tamil Nadu.

Table 1
Showing the mean, Gender and Language creativity

Factors	Gender	N	Mean	S.D	t-value	Level of significance at 0.05 level
Fluency	Boys	91	17.44	4.62	2.285	Sig.
	Girls	109	18.76	3.56		
Flexibility	Boys	91	11.44	5.15	1.6979	NS
	Girls	109	12.63	4.89		
Originality	Boys	91	12.80	5.74	2.666	Sig.
	Girls	109	14.68	4.19		
Elaboration	Boys	91	9.21	5.35	0.237	NS
	Girls	109	9.03	5.40		
Total creativity	Boys	91	50.89	18.61	1.773	NS
	Girls	109	55.10	14.98		

The following conclusions are reached in respect of the hypothesis formulated under objectives 1.

In the case of gender, Female scored (18.76) higher mean value in Fluency. In the case of gender, Female scored (12.63) higher mean value in flexibility. In the case of gender, Female scored (14.68) higher mean value in originality. In the case of gender, male student, scored (9.21) higher mean value in elaboration. In the case of gender, Female scored (55.10) higher mean value in total creativity.

There is a significant difference between IX standard boys and girls in fluency.

There is no significant difference between IX standard boys and girls in flexibility.

There is a significant difference between IX standard boys and girls in originality.

There is no significant difference between IX standard boys and girls in elaboration.

There is no significant difference between IX standard boys and girls in total creativity.

Table 2
Showing the mean, type of management and Language creativity

Factors	Management	N	Mean	S.D	t-value	Level of significance at 0.05 Level
Fluency	Government	123	18.35	4.02	0.811	NS
	Private	77	17.86	4.28		
Flexibility	Government	123	11.28	4.93	2.944	Sig
	Private	77	13.39	4.94		
Originality	Government	123	12.53	5.17	5.136	Sig
	Private	77	15.90	4.05		
Elaboration	Government	123	7.97	4.96	3.849	Sig
	Private	77	10.94	5.51		
Total creativity	Government	123	50.12	16.44	3.342	Sig
	Private	77	58.08	16.35		

The following conclusions are reached in respect of the hypothesis formulated under objectives 2.

In Government school scored (18.35) higher mean value of fluency. Private school students scored (13.39) higher mean value compare the government school in flexibility. Private school student scored (15.90) higher mean value in originality. Private school students scored (10.94) higher mean value in elaboration. Private student scored (58.08) higher mean value in total creativity.

There is no significant difference between IX standard Government and Private school students in fluency.

There is a significant difference between IX standard and Government and Private school students in flexibility.

There is a significant difference between IX standard Government and Private school students in originality.

There is a significant difference between IX standard Government and Private school students in elaboration.

There is a significant difference between IX standard Government and Private school students in total creativity.

REVIEW

Tamil creativity is conceived as a combination of logical thinking and divergent thinking which is based on intuition but has a conscious aim. When one is applying creative thinking in a practical situation, divergent thinking produces many ideas. Tamil creativity a predominant role in our everyday life. Tamil helps learning at the highest level. It allows students to display their Tamil talent and to break from mental set and fixation in Tamil, students must be given opportunity to think by themselves with minimum cue or guidance. Historically, much Tamil originated from attempts to teaching from different ways.

RECOMMENDATIONS

Factors for the variations in Tamil creativity among the average ability students may be identified. Accordingly girls and boys, students of private and government schools may be oriented differently in divergent thinking pertaining to Tamil creativity. This implies teaching methods should aim at developing Tamil creativity. They should not aim for mere achievement but help for developing Tamil knowledge among the students as applied to real life situations.

1. Boys are found to be less creative compared to girls. Boys should be made to be fully aware of the need to be creative. Since the development of any nation depends mainly on the creative skills of its people, the expectation from the students in the modern world are very high.
2. Students of the private schools have secured greater mean score in Tamil creativity. Government should come forward to appoint creative and resourceful teachers with aptitude for creative teaching in relation to the strength of students.
3. Teaching for creativity should be one of the major aims of teaching in schools. Techniques like 'Brain Storming' and 'Open ended approach' may be used to bring in novelty in teaching and also to foster creativity. Teachers who have an aptitude for teaching for creativity should be identified and encouraged. Ability grouping of school children can be also be tried so as to develop the creative abilities of children. Steps should be taken to make teaching lead to creative thinking on the part of the pupils.

SUGGESTION FOR THE FURTHER RESEARCH

Based on the conclusions of the present study the investigator suggests the following topics for further research.

1. A study on the Tamil creativity of students with the large sample may be taken up.
2. An investigation may be taken up to identify the factors helpful for developing Tamil creativity of the students at earlier stage.

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