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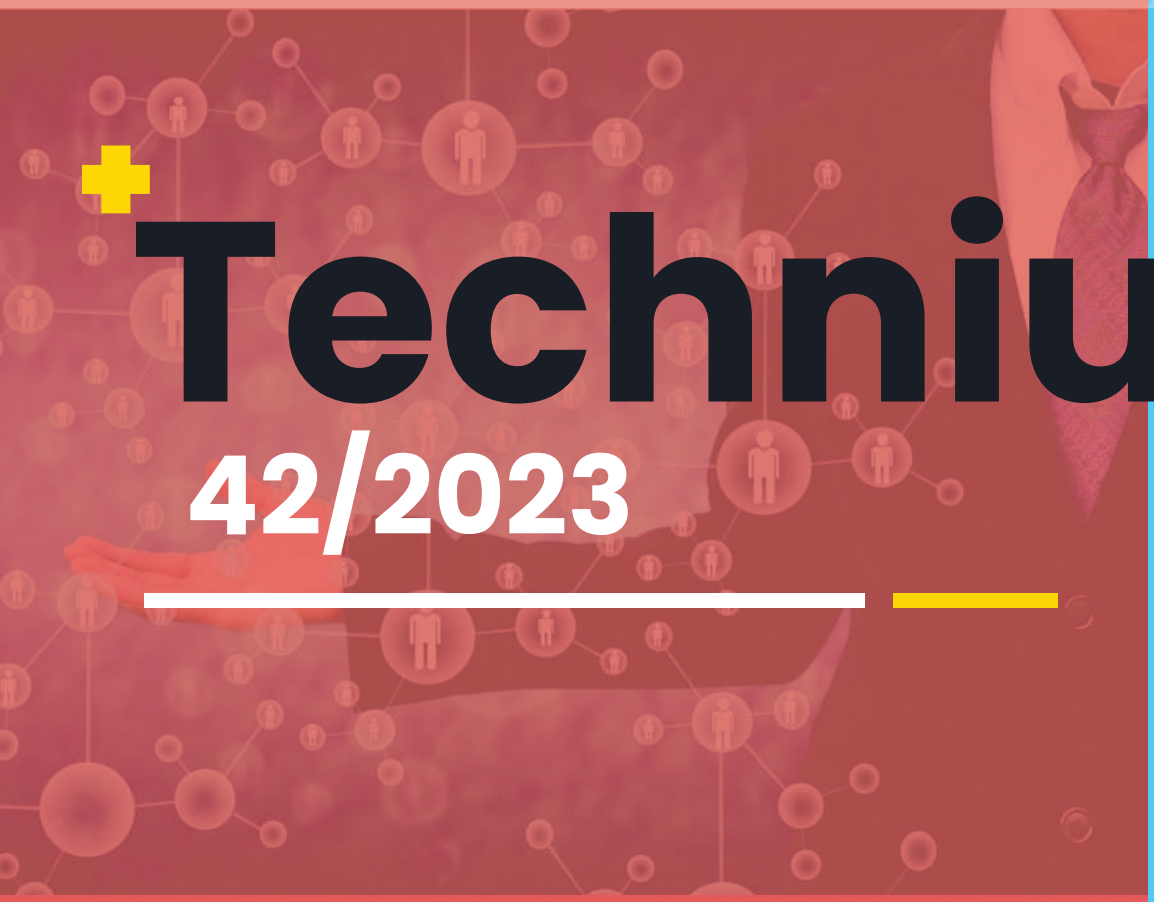

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The reality of creativity at the basic stages in Jordanian private schools within the Arabic language curriculum in the light of my speaking and logical thinking skills from the point of view of the Arabic language teachers working there

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Abstract. The current study aimed to identify the reality of creativity among the basic stages in the Jordanian private schools within the Arabic language curriculum in the light of my speaking skills and logical thinking from the point of view of the Arabic language teachers working there. The sample of the study consisted of (320) male and female teachers, who were selected in a stratified random manner. The descriptive survey method was used in the current study. To achieve the objectives of the study, a questionnaire was developed, and its validity and reliability were confirmed. The results showed that the reality of creativity among the basic stages in the Jordanian private schools within the Arabic language curriculum in the light of my skills of speaking and logical thinking from the point of view of the teachers of the Arabic language working in it was medium. The search results also showed that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) according to the gender variable in favor of the female category, and there are no statistically significant differences according to the educational qualification variable, and there are no statistically significant differences according to the years of experience variable. In the light of these results, the study recommended that the private education departments pay attention to the levels of creativity in the skills of logical thinking and speaking within the Arabic language curriculum for students of the basic stages, and to hold specialized courses and workshops for male and female teachers of the basic education stages to train them on ways to develop creativity.

Keywords. creativity, speaking skill, logical thinking skill

Introduction

Creativity is a process that involves the application of new ideas in any field of life, and creativity is linked to solving problems and dealing with them in a way outside the framework of the stereotyped and familiar, and this includes; Finding goals and choosing the best ones, preparing data, putting a hand on the problem and trying to determine the best way to address it. In addition to evoking ideas, alternatives, strategies, perceptions, methods and means, and working to lay foundations that would lead to a creative solution to any dilemma facing the educational process or educational organization. In order to reach a creative work, this requires a person's willingness to move from observing things to inspiration and innovation.

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Knowing that these stages may occur together, there is in fact one integrated stage of the creative process, which is the stage of creative creation that appears in the radiance and birth of a new idea, and without that creativity cannot exist, whatever that human work is (Al-Baher, 2021).

Perhaps it is very important to point out that the creativity process is faced with factors that may constitute an element of development or hinder the most important of them; Mental factors related to the provision of mental images, Environmental factors also play a role in developing or suppressing creativity, such as the school and social environment, as they evoke a set of circumstances, variables, and attitudes that prepare the growth of creativity until its fruit comes after completing its clear image. Also, the factors related to the human personality constitute an element of development or demolition, given that they are factors that contribute significantly to the change, development and development of society (Al-Dahla, 2010).

The creativity that the individual exercises in the midst of his daily work stems from among the skills that enable him to perform the work quickly and accurately and ensure the achievement of goals and objectives with ease. Perhaps the skill of speaking and persuasion and the skill of interaction and communication are among the most important skills that the student needs Considering that it constitutes the bridge upon which the learner relies in communicating what he means by saying or doing through a clear verbal statement through which he expresses his ideas and knowledge that may contribute to the achievement of distinguished achievement. Perhaps access to these skills requires a high degree of intelligence, self-motivation for self-esteem and achievement, preference for what challenges thinking over simple things, tolerance for ambiguity, and relative freedom from anxiety. Avoidance of cognitive and emotional rigidity, task performance, mental openness, imagination, tolerance of others, high achievement, productive thinking, and the ability to deal with the ideas presented (Abdul Aziz, 2006).

Several studies have been conducted that dealt with creativity in basic skills, especially speaking and interaction skills, within the various teaching curricula, such as the study of Al-Kharabsheh (2018), which emphasized the impact of using creativity-based thinking in developing interaction skills with academic courses in a manner that guarantees outstanding achievement. As well as the study of Al-Mustarihi (2019), which showed the impact of great creativity in developing speaking skills in the Arabic language curriculum through the use of the think-pair-share strategy.

The study Problem

Based on the great role that creativity plays in the student's departure from the ordinary and his orientation towards presenting new ideas that will transfer knowledge to a larger world, And due to the importance of creativity in developing the skill of logical thinking and the ability to speak and express what is going on in the mind of the student, the researchers noticed a decrease in the levels of creativity among students of the basic stages in speaking skills and logical thinking within the Arabic language curriculum. In addition to the low levels of academic achievement based on discussion questions and the expression of the topics raised in the Arabic language curriculum, in addition to noting the low volume of class participation in the school radio for students of the Arabic language curriculum with regard to raising topics and presenting them to the students in the morning school queue. Therefore, it was very important to research the reality of creativity in speaking skills and logical thinking in the Arabic language curriculum as it is a curriculum linked to the mother tongue of our students in the basic stages. Perhaps what confirms the importance of this is the study of each of; Al-Mustarihi (2019), Rebaa (2017), and Abdel-Hamid (2013).

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Study questions

The current study seeks to identify the reality of creativity among the basic stages in Jordanian private schools within the Arabic language curriculum in the light of my speaking and logical thinking skills by answering the following questions:

1. What is the reality of creativity among the basic stages in the Jordanian private schools within the Arabic language curriculum in the light of my speaking and logical thinking skills?

2. The second question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the arithmetic means of the responses of the study sample towards the reality of creativity for the basic stages in the light of the skills of speaking and logical thinking within the Arabic language curriculum due to the variables (gender, years of experience, and qualification scientific)?

Objectives of the study

The current study aims to achieve the following:

- Theoretically; Identifying the reality of creativity among the basic stages within the Arabic language curriculum in the light of my skills of speaking and logical thinking, and trying to measure the level of creativity among students in the basic stages.

- from scientific side; Helping those in charge of the educational process to create an environment for the educational system for the basic stages, to ensure raising the level of creativity among students in the basic stages.

Terminology of study:

The current study included the following terms:

- Creativity: It is to come up with everything that is new, to get out of the circle of stereotypes and familiarity, and to produce new ideas commensurate with a specific goal within a field (Al-Bahr, 2019).

Speaking skill: It is the ability of an individual to speak at any time and in any situation, he needs to use his own language (Adel, 2020).

- Logical thinking skill: It is the skill of moving from one relevant statement to another or from a specific related idea to another idea, where the first phrases are called logical thinking with antecedents and the subsequent phrases with suffixes (Al-Kuraimi, 2021).

The limits of the study:

The limitations of the study included the following:

- Human limits: teachers of the Arabic language in Jordanian private schools.
- Temporal limits: the second half of the academic year 2021/2022.
- Spatial limits : Jordanian private schools.

Relevant previous studies

This part includes a presentation of the previous studies that have been viewed, both English and foreign, arranged historically from oldest to newest, as follows:

Sezen (2011) conducted a study aimed at identifying the ability to think logically as one of the most important cognitive abilities, which affects the success of students in the stage of concrete and abstract operations in developing their abilities, especially logical thinking. The study sought to develop a scale to determine the logical thinking abilities of mathematics students in the basic stages. The scale was applied to 132 mathematics students. The results of

the study showed a high level of logical thinking among students of the mathematics course in the basic stages when applying the study scale.

Abu Hamad (2014) conducted a study aimed at identifying the impact of modern education methods on the achievement of sixth grade students in the Arabic language curriculum and the development of their logical thinking in government schools in Nablus for the academic year 2013-2014. The study tool consisted of an achievement test and a critical thinking test. The study concluded that the method of teaching using methods and methods affects students' achievement and the development of their critical thinking.

Aldig and Arseven (2017) also conducted a study aimed at examining the teachers' opinions about the contribution of the outcomes of learning speaking skills in the sixth, seventh and eighth grades and their impact on the development of creative thinking skills among students in Turkey. The researchers adopted the descriptive survey approach. Where the sample consisted of (150) teachers from (35) schools, and the results of the study concluded that the listening learning outcomes in the Turkish curriculum have contributed to the development of students' creative thinking.

Kharabsheh (2018) also conducted a study aimed at identifying the impact of using some creative thinking skills on the achievement of third grade students and retention of information in teaching science in private schools in the capital, Amman. To achieve this goal, the researcher used the semi-experimental approach, and conducted an achievement test consisting of (30) multiple-choice items after verifying its validity and reliability by scientific and statistical means and methods. The sample of the study consisted of (42) male and female students who were deliberately selected from two private schools in the capital, Amman. They were randomly distributed into two groups. The first is a control group whose number of students was (21) male and female students, and an experimental group whose number of students was (21) male and female. The results of the study found that there were statistically significant differences in students' achievement between the experimental group, which learned using the skills of expansion and flexibility, and the control group, which learned in the usual way, and the differences were in favor of the experimental group. The study also concluded that there were statistically significant differences between the experimental group that learned using the skills of expansion and flexibility in their retention of information, and the control group that learned in the usual way, and the differences were in favor of the experimental group.

Al-Sayed (2018) conducted a study aimed at knowing the degree to which the Arabic language book for the eighth grade in Jordan included the skills of linguistic intelligence and social intelligence. The sample of the study consisted of the English language book for the eighth grade. The researcher used the content analysis method to reveal the skills of linguistic intelligence and social intelligence included in it. And according to its frequencies and percentages. The study reached a number of results, the most important of which are: The English language textbook includes (508) linguistic intelligence skills. The skill of the ability to communicate with others came in speech and writing with the highest repetition of (63) times, with a percentage of (40.12%), and the skill of the ability to recognize the difference between words in order and rhythm with the lowest repetition of (17) times, with a percentage of (34.3) The results also showed that the English language textbook included (168) social intelligence skills, The skill: mastery of patterns of linguistic communication with others, with the highest frequency amounted to (40) with a rate of (80.23%), and the skill: the ability to understand the moods, intentions and feelings of others, with the lowest frequency amounted to (12) and with a rate of (14.7%).

The study of Al-Bari and Al-Zayadat (2019) aimed to identify the reality of creativity in the Jordanian school from an educational point of view, and to identify the impact of gender, educational qualification and experience on this reality. The study sample consisted of (400) male and female teachers, and a questionnaire was prepared on creativity skills. The results of the study showed that the reality of creativity in the Jordanian school was average, and the results showed that there was a statistically significant presence in the reality of creativity attributable to the academic qualification in favor of male and female teachers holding higher degrees, and in favor of those with experience of ten years or more. The results did not show an effect of gender in that.

Al-Mastarihi (2019) conducted a study aimed at identifying the impact of the (Think-Pair-Share) strategy in improving speaking skills in the Arabic language among sixth-grade students. The sample of the study consisted of (101) male and female students, divided into two groups: an experimental group, which studied with the "Think-Pair-Share" strategy, and a control group, which studied in the usual way. In order to achieve the objectives of the study, a guide for the teacher was prepared. To implement the experiment, it includes topics of discussion (the importance of youth participation in voluntary work, the importance of the sun in our lives, the effect of optimism in building a happy life, and the teacher is a role model for his students). From the Arabic language book for the sixth grade. A pre-test consisting of five speaking attitudes was prepared, and a tool was prepared to measure speaking attitudes (note card). The results of the study showed that there were statistically significant differences in favor of the experimental group that studied using the (Think-Pair-Share) strategy in each of the speaking skills and in the skills combined. And the absence of a statistically significant effect in each of the speaking skills and in the skills combined is due to the interaction between strategy and gender. and the absence of statistically significant differences attributed to sex in the combined speaking skills test, and in skills (language integrity, communication with listeners, student personality); While there were differences in skill (organizing ideas), in favor of females.

Kovacikova (2019) conducted a study aimed at identifying ways to develop speaking skill in the primary stage of education. The study relied on Spanish as a study tool, which consisted of (70) items distributed to primary schools in Latvia, Lithuania and Slovakia. The learners' attitudes and attitudes towards the CLIL methodology and its impact on speaking skill have been demonstrated. The results of the study have shown that the CLIL methodology is applied insufficiently among professional terms stemming from the content of the educational material (CALP). Through the practice of general language phrases (BICS), supported by the techniques of speaking activities in the classroom environment using different forms of teaching methods, thus effectively ensuring the successful development of speaking skill.

Summary of previous studies and the location of the current study

Benefited from previous studies in knowing the appropriate methodology and statistical processes, and through it to identify the theoretical framework for the subjects and variables of the study, And in building the research tool, especially the study of Al-Mustarihi (2018), the study of Al-Bari and Al-Ziyadat (2019), and the study of Abu Hamad (2014). The current research agrees with previous studies in reviewing the concept of creativity and the skills related to it. The current research is similar to previous studies, especially the study of each of; Al-Bari and Al-Zayadat (2019), and Al-Kharabsheh (2018) dealt with some study variables such as speaking skills, but it was distinguished from those studies in its focus on

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Arabic language teachers in Jordanian private schools, in addition to its focus on variables that previous studies did not address.

Study methodology:

The descriptive survey method was used to achieve the research objectives.

Study population: The study population consisted of all teachers of the Arabic language in the Jordanian private schools, and they numbered (2750) male and female teachers. Table (1) shows the distribution of the study population according to the study variables.

Table (1): The study population was distributed according to the study variables

variable	variable type	The number	the total
gender	Male	950	2750
	female	1800	
Qualification	Higher Diploma	380	2750
	Bachelor's	2370	
Years of Experience	Less than 5 years	1640	2750
	more than five years	950	
	10 years and over	1800	

Study sample:

The study sample consisted of (320) Arabic language teachers in Jordanian private schools. Table (2) shows the distribution of the study sample according to the study variables.

Table 2: The sample is distributed according to the variables of the study

variable	variable type	The number	the total
gender	Male	150	320
	female	170	
Qualification	Higher Diploma	70	320
	Bachelor's	250	
Years of Experience	Less than 5 years	124	320
	more than five years	150	
	10 years and over	170	

Study tool:

The study tool was developed, by referring to the theoretical literature, and some previous studies such as; The study of Al-Bari and Al-Zayadat (2019), the study of Al-Sayed (2018), and the study of Al-Kharabsheh Abu Hamad (2014) in order to achieve the objectives of the study and answer his questions. The study tool, in its final form, consisted of (15) items distributed in two areas: the field of speaking skill, which consisted of (8) items, and the field of logical thinking skill, which consisted of (7) items. In order to verify the validity of the tool, the validity of the content was adopted in terms of the wording of the paragraphs, and their suitability for the field in which they were developed by presenting them to (8) arbitrators. To verify the stability of the tool, the internal consistency coefficient was used according to the Cronbach Alpha equation to extract the stability of the study tool according to the domains. Table (2) shows the stability coefficients of the tool domains:

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Table 2: Cronbach Alpha stability coefficients for the domains of the study tool

the number	the field	Cronbach Alpha
1	Speaking skill	0.92
2	Logical thinking skill	0.90

It appears from Table (2) that the stability coefficients were acceptable, and to judge the reality of creativity in speaking skills and logical thinking within the Arabic language curriculum for the basic stages. The following metric was adopted: low availability (2.33 or less), medium availability (2.34-3.67), and high availability (3.68 or more).

Study results and discussion:

The results related to the answer to the first question, which reads: The first question: What is the reality of creativity in speaking skills and logical thinking within the Arabic language curriculum for the basic stages?

To answer this question, the arithmetic means and standard deviations were calculated for the responses of the study sample in general and for each field of the study, and Table (3) shows that.

Table 3: Arithmetic means, standard deviations, and ranking of the reality of creativity for the basic stages within the Arabic language curriculum in the light of speaking and logical thinking skills

the number	the field	SMA	standard deviation	the level
1	Speaking skill	3.51	0.86	Medium
2	Logical thinking skill	3.29	1.01	Medium
Total marks		3.37	0.91	Medium

It is noted from Table (3) that the reality of creativity in speaking and logical thinking skills within the Arabic language curriculum for the basic stages was average, as the arithmetic mean was (3.37) and the standard deviation was (0.91). The domains were medium, and the field of speaking skill ranked first, with an arithmetic mean of (3.51) and a standard deviation of (0.86), and in the last rank came the field of logical thinking skill, with an arithmetic mean of (3.29) and a standard deviation of (1.01). As for the items of each domain, the results were as follows the following:

1. Speaking skill domain: The arithmetic means, standard deviations, and ranks were calculated for the items in this domain, and Table (4) shows that:

Table (4): The arithmetic means, standard deviations, order and degree in the field of speaking skill, arranged in descending order

the number	Paragraph	SMA	standard deviation	Rank	the level
3	The ability to set spoken words	3.57	0.82	1	Medium
5	Speed in producing words according to	3.52	1.01	2	Medium

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	the terms of their construction and installation				
2	The ability to recall the information available in the cognitive structure	3.53	0.86	3	Medium
1	The ability to put words into as many sentences and phrases as possible	3.54	0.92	4	Medium
9	The ability to decorate words to look more aesthetic	3.52	1.01	5	Medium
6	Focus on the quality of words, not their number	3.49	0.88	6	Medium
8	Avoid repeating the same words in different places	3.53	0.94	7	Medium
4	The ability to add various new details to one idea	3.51	1.00	8	Medium
Total marks		3.54	0.93	Medium	

It is noted in Table (4) that the reality of creativity in speaking skills and logical thinking within the Arabic language curriculum for the basic stages in the light of the field of speaking skill was average, as the arithmetic mean (3.54) and standard deviation (0.93), as the arithmetic averages ranged between (3.57-3.49). Paragraph (3) came in the first rank, which states “the ability to control spoken words,” and came in the last rank, paragraph (6), which states “focus on the quality of words, not their number.” This may be due to the teacher's belief that the skill of speaking is the responsibility of the family and that the parents are partners in that, and therefore he does not give this skill more time and effort. This may also be due to the teacher's belief that providing the student with a grammatical or linguistic base is considered an innovation that helps the student to practice the skill of speaking fluently, in addition to

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providing students with the largest possible number of words while ignoring the form and quality of those words. This is due to his belief that the skill of speaking is closely related to the quantity of words and not to their quality, and that focusing on the quantity of words gives the student the opportunity to choose what he deems appropriate from these ideas.

2. **The domain of logical thinking skill**: the arithmetic means and standard deviations were calculated for the items in this domain, and Table (5) shows that:

Table 5: Arithmetic means, standard deviations, ranking, and degree of availability for the domain of logical thinking skill

the number	Paragraph	SMA	standard deviation	Rank	the level
6	The ability to switch from one thought to another	3.60	0.91	1	Medium
2	The ability to generate ideas, taking into account the results	3.60	0.89	2	Medium
5	The ability to change a mental attitude or psychological state	3.57	1.01	3	Medium
3	The ability to link different ideas tightly	3.54	0.92	4	Medium
7	The ability to see things from different angles The ability to put details of the ideas presented	3.51	1.02	5	Medium
1	The ability to reorganize ideas and put them into new templates	3.49	0.93	6	Medium
4	The ability to discover gaps in current ideas	3.57	0.94	7	Medium
Total marks				Medium	

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Table (5) shows that the reality of creativity in speaking and logical thinking skills within the Arabic language curriculum for the basic stages in the light of the logical thinking skill domain was average, as the arithmetic mean (3.57) and standard deviation (0.94), and all the paragraphs of the domain were average. Paragraph (6) came in the first rank, which states "the ability to switch from one thinking to another thinking." And came in the last rank, paragraph (4), which states "the ability to discover gaps in current ideas." This may be due to the difficulty of diversifying students' thinking strategies, especially as they are going through the basic stage of their education, which makes it imperative for the teacher to focus on the basics and not accept that the student's level of thinking goes beyond what is found in the Arabic language curriculum. This is for fear of disturbing the rest of the students, especially those who do not have the ability to think logically, and this is based on taking into account the individual differences between students and achieving equal educational opportunities among all students in the basic stages.

The results related to the answer to the second question, which reads: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the arithmetic means of the responses of the study sample towards the reality of creativity in speaking skills and logical thinking within the Arabic language curriculum for the basic stages due to the variables (gender, years of experience academic qualification)?

This question has been answered as follows:

a. Gender variable: The arithmetic means and standard deviations were calculated, and the t-test was tested according to the sex variable, and Table (6) shows that.

Table (6): Means, standard deviations, and t-test according to the gender variable

the field	gender	number	Arithmetic mean	standard deviation	t value	significance level
Speaking skill	female	170	3.72	0.72	2.439	**0.003
	male	150	3.63	0.84		
	total	320	3.67	0.77		
Logical thinking skill	female	170	3.56	0.90	0.856	0.015
	male	150	3.53	0.91		
	total	320	3.53	0.90		
Total marks	female	170	3.59	0.83	1.595	0.007**
	male	150	3.41	0.89		
	total	320	3.52	0.84		

**** The difference is statistically significant at the significance level ($\alpha \leq 0.05$).**

To determine whether the differences between the means were statistically significant at the significance level ($\alpha \leq 0.05$), a t-test was applied. The results in Table (6) indicate that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) according to the gender variable based on the calculated (t) value, which amounted to (1.595) and the level of significance (0.007). Where the difference was in favor of females, as evidenced by their higher arithmetic averages, and this may be attributed to the fact that female teachers have a broader understanding of the importance of speaking and logical thinking skills, due to the duality of their task in raising young people. She is a teacher in her school and a nanny in her home, which establishes in them an inner conviction of the need to advance the skills of speaking and logical thinking among students at a level that guarantees the achievement of the

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required creativity within this field. This may also be due to the fact that female teachers are ahead of male teachers in verbal intelligence due to the nature of females' psychokinesis and psychology, which results in the ability of female teachers to limit the weakness of students in speaking and logical thinking skills.

Years of experience variable: Arithmetic means and standard deviations were calculated, and a t-test was calculated according to the years of experience variable. Table (7) shows that.

Table (7): Means, standard deviations, and t-test according to the variable of years of experience

the field	gender	number	Arithmetic mean	standard deviation	t value	significance level
Speaking skill	Five years or less	124	3.66	0.72	-1.671	0.071
	more than five years	196	3.79	0.81		
	total	320	3.75	0.79		
Logical thinking skill	Five years or less	124	3.45	0.92	-3.328	**0.011
	more than five years	196	3.68	0.89		
	total	320	3.57	0.90		
Total marks	Five years or less	124	3.52	1.65	-1.162	0.196
	more than five years	196	3.59	1.66		
	total	320	3.55	1.65		

**** The difference is statistically significant at the significance level ($\alpha \leq 0.05$).**

To determine whether the differences between the means were statistically significant at the significance level ($\alpha \leq 0.05$), a t-test was applied. The results in Table (7) indicate that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) according to the variable of years of experience based on the value of (T) calculated as it amounted to (-1.162) and at a level of significance (0.196). The difference was in favor of those whose years of experience amounted to more than five years, as evidenced by their high arithmetic averages. This may be attributed to the long teaching experience that makes the teacher fully aware of better recognition of speaking and logical thinking skills. And how to raise the level of creativity in them on the one hand, and on the other hand, we find that this group of teachers has a high level of professionalism, sincerity, a sense of responsibility, and the desire to perform the teaching profession to the fullest extent towards the students.

Academic qualification variable: The arithmetic means and standard deviations were calculated according to the educational qualification variable, and Table (8) shows that.

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Table 8: Arithmetic means and standard deviations according to the educational qualification variable

the field	Qualification	the number	SMA	standard deviation
Speaking skill	Higher Diploma	70	3.72	0.53
	Bachelor's	250	3.79	0.81
	Total	320	3.74	0.72
Logical thinking skill	Higher Diploma	70	3.57	0.84
	Bachelor's	250	3.66	0.83
	Total	320	3.65	0.79
Total marks	Higher Diploma	70	3.58	0.77
	Bachelor's	250	3.65	0.84
	Total	320	3.59	0.81

It is noted from Table (8) that there are apparent differences between the arithmetic averages, according to the educational qualification variable, as those in the (Bachelor's) category obtained the highest arithmetic average of (3.65), Those in the (graduate studies) category came last, with an arithmetic mean of (3.58). This may be due to the fact that male or female teachers who are in the undergraduate category are considered more concerned with teaching primary stage students. This results in their ability to more accurately define the gap with regard to the level of creativity in the skills of speaking and logical thinking within the Arabic language curriculum for this group of students.

Recommendations

After reviewing the results of the study, the researcher recommended the following:

1. The need for special education departments to pay attention to the levels of creativity in the skills of logical thinking and speaking within the Arabic language curriculum for students of the basic stages.

2. Holding specialized courses and workshops for male and female teachers of basic education to train them on ways to develop creativity in speaking and thinking skills within a scientific framework and with short-term plans.

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