

Non-Traditional Methods of Developing Skills of Multiplication at Primary School

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Nowadays there is a certain contradiction apparent between the rapid development of information technologies on the one hand and the poor mental calculation skills of learners on the other that is considered unacceptable by teachers of mathematics. Calculation by using calculator produced an illusion that mental arithmetic has become outdated at school. Mental calculation has both an educative, developing, and instructional value. According to J.Mencis Sen. (1984), “mental calculation makes learners get accustomed to focusing their attention, operating with numerals fast and unmistakably, it develops their numeral memory and skills of imagination”

As brought out by the analysis of practical experience, many countries have taken up the development of primary school learners' skills of calculation by searching for ancient methods and additional means of learning (the abacus, Russian abacus, Chinese swa-pan, Japanese soruban, Neper columns, etc.). Hence, schools in Latvia must also consider diverse methodological approaches to achieve as good results as possible. The present research is aimed at considering the best way to secure the acquisition of skills of multiplication in primary school by using diverse non-traditional methods.

The present article introduces the pilot research data on primary school learners' skill of multiplication before and after mastering the selected non-traditional methods.

Under these economic conditions, a part of learners demonstrate deceleration of psychic processes that is manifested by a slow performance of any action. Children like that need a longer time for consideration, they find it harder to switch to another kind of action. Such learners are easier to motivate for action in acquiring skills of calculation by introducing elements of play and game in lessons. In non-traditional learning, learners are offered a choice of means in line with their style of learning and perception.

Key words: *skills of calculation, mental multiplication, choice of methodological methods.*

References

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