MASTERING MULTIPLICATION THROUGH INTERACTIVE TEACHING

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Over twenty years ago the Curriculum and Evaluation Standards for School Mathematics noted that “children should master the basic facts of arithmetic that are essential components of fluency with paper-pencil and mental computation and with estimation”. The National Research Council’s Adding it up dedicates almost ten pages in creating the research dealing with basic fact acquisition. More recently, the Final Report of the National Mathematics Advisory Panel points out that computational proficiency with whole number operations depends on the necessary to develop automatic recall of addition/subtraction and multiplication/division facts. Nurturing computational capability in elementary school requires that pupils be fluent with the basic facts of arithmetic. How do we get this done? Over the years teachers in both public and private schools have tried and continue to use a myriad of practice activities—oral and written exercises, games, projects and homework.

Yet sadly why most of the pupils in the present time still find hard time in mastering these basic operations. How can a teacher proceed to the next skill if these basic skills are not fully mastered by the learner? These are the veritable foundation on which all of mathematics rests. If these skills were taken for granted surely the pupil will find hard time learning complex mathematical skills and eventually the learners will dislike the said subject.

Currently, most of the children engage in video games, audio-visual, music and films. They are so much betrothed with technology. As a researcher, I’ve noticed this is one of the key factor that hinder most of the pupils nowadays in learning and mastering the basic concepts in Mathematics. Based on the recent study suggests owning a game system could hinder academic development, at least for young boys.
Since most of the children in this present time are very inclined with technology, the researcher believed that integrating video games, audio visual presentation, music and films in the teaching learning process may help the learners to be more inclined in learning basic concepts in Mathematics. As an educator we have to deal with it. We really need technology in teaching. We have to integrate it in our teaching method and techniques. The advancement of technologies and the integration of Interactive teaching has increasingly attracted the attention of teachers all over the world. But interactive teaching is not as simple as 1, 2, 3. Teachers need to plan considerately before they start Interactive Teaching into a curriculum. For example, they have to decide on the correct tools for a particular learning objectives or contexts, modify existing resources or develop new learning environment to engage specific groups of learners, or decide framework strategies for student-centered learning.

It is not a simple task, since most of the teachers are used to teach Mathematics especially the four fundamental operations in traditional way, using only the blackboard and chalk. It will be a big challenge and adjustment for us to integrate different kinds of technology in teaching Mathematics. But our country had already developed its policies on ICT with the objective of upgrading mathematics teacher competencies in improving the quality of teaching and learning of mathematics.

Since ICT is not just limited in using computers only to solve certain math problems but also includes some other electronic materials such as music and films. Music and films which was primarily designed for past time and to release an individual boredom is now being used as a vehicle of learning to inject a particular lesson. Since nowadays most of the pupils/students are fond of watching movies and listening to music, the researcher got curioused if interaction using music and film can be used to improve the mathematical ability of the learner.

The shift from traditional teaching to interactive teaching has been a major concern for many countries for the past years. Efforts from many developed and developing countries in ICT use in Mathematics have been documented. ICT policies have been developed to suggest that there is a commitment to this endeavor.
Many studies report an improvement in pupils’/students’ motivation and attitude towards learning, it shows through an increased commitment to the learning task and greater interest in the subject matter, and pupils are taking more responsibility for their learning and making sustained efforts in difficult tasks given. If there’s an improvement in students’ attitude and behavior towards learning, the ability of a pupil/student in learning a certain skill will also be developed. They will engage more in studying their lessons and their critical thinking and arithmetic skills will be enhanced.

References:

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