

## Learning Mathematical Tables (6to9) On Finger Tips

**Vrushali H Rokade**

Asst. Prof. MAAER'S MITSOE M.Ed Dept Kothrud, Pune, Maharashtra, India

### Abstract

The use of basic mathematics has always been an inherent and integral part of individual and group life. Without any knowledge of calculations or computation we cannot be successful in life. Every area of mathematics has its own uniqueness. When we engage students in the task of learning in a playful, childlike way instead of succumbing to the stress and pressure of very serious subject, teacher can create a fun game out of it. Students as an infant play with their finger that's why learning with fingers is easy for them. If teacher train the fingers of the students for mathematical table then the learning experience will last lifelong. The present study focus on the learning mathematical tables on the finger tips. The main emphasis of the study is to learn tables in play way method which is need of the time.

### INTRODUCTION:

Today, the chalk and talk method of teaching has improved through simple teaching strategies and techniques which are very important for quality of teaching. These teaching strategies and techniques help to develop potential especially of the students who have difficulties in learning whatever may the subject.

Innovative strategy instruction makes students aware of the purpose of learning, how they work and why they work, when they work and where they can used. Innovative strategies should be used to give proper remedy to the specific problems.

Teachers play a vital role in attaining predefined goals. Teachers face many problems in teaching because they have students of different intellectual capacities in classroom, viz., slow learner, average, and above average learner. It is easy for the teacher to educate average and above average students as they are good at learning, but for slow learner's teacher have to make extra efforts. Above average students solve the problems through higher order thinking but slow learner may not able to get rid of the problem on their own.

### NEED AND IMPORTANCE OF RESEARCH

The use of basic mathematics has always been an inherent and integral part of individual and group life. Without any knowledge of calculations or computation we cannot be successful in life. Every area of mathematics has its own uniqueness.

An informal inquiry was carried out to find out the common learning problems in mathematics among primary students. It has shown that remembering tables is difficult for average and slow learners. So to improve students basic mathematic learning tables finger tips method would be found effective.

When we engage students in the task of learning in a playful, childlike way instead of succumbing to the stress and pressure of very serious subject, teacher can create a fun game out of it. Students as an infant play with their finger so to learn with finger is

easy for them. If teacher train their finger for mathematical table it will last lifelong.

Play makes learning easy because it concentrates our attention on what we are doing and involve all our senses. Play creates a safe arena in which to try out new behavior and learning. It is a way to acquire new abilities and ways of thinking, as well as to develop empowering beliefs about ourselves and the world in which we live.

When students' emotions are positive, they promote easy, stress-free, learning. When they are negative, they hinder it. If the student feel depressed, bored, resentful or overwhelmed by your learning task, it will be very difficult for you to do well.

If teacher is able to ignite interest in student to welcome the learning challenges knowing students can succeed at it, student's ability to learn will skyrocket.

### **OBJECTIVES**

- To know the problems in learning and remembering tables.
- To acquaint students to calculate tables on their finger tips.
- To make students learn mathematical tables in play way method.
- To study the effectiveness of finger tips method on solving problems.

### **HYPOTHESIS**

Finger tips method for remembering mathematical table is more effective then rote learning of tables.

### **NULL HYPOTHESIS**

There is no significant difference in remembering mathematical table by rote learning and finger tips method.

### **ASSUMPTIONS**

- Average, below average, and slow learner do not remember table easily.
- Due to forgetfulness of tables, students make mistakes in calculation while solving problems.
- Student interest in mathematic gradually decrease if they don't get right answer for their mathematical problems.
- Students can learn mathematics more interestingly if they learn tables on fingertips.

### **LIMITATION**

- Study is limited to primary students.
- Study is limited to Pune city.

### **DELIMITATION**

Researcher does not have control over student's attitude to learn new thing, student's interest in maths, student's mood. The conclusions are not to be extended beyond primary student's population sampled.

### **METHODOLOGY**

Experimental method

### POPULATION

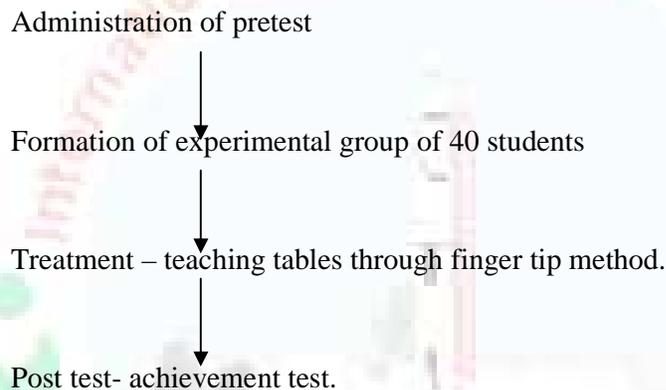
All the students of primary section.

### TOOLS AND TECHNIQUES

Equivalent group design method.

Mean, median, S.D., T- test.

### EXPERIMENTAL DESIGN



### RESULTS:

Test	N	Median	S.D	T-test
Pre-test	15	14.5	0.64	5.16
Post-test	15	16.5	0.74	

The calculated t-value is greater than the critical ratio 2.58, therefore null hypothesis is rejected and research hypothesis is accepted.

### INTERPRETATION:

Finger tips method for remembering mathematical table is more effective than rote learning of tables. The problems in learning and remembering tables would be solved. Students will enjoy calculating tables on their finger tips in a play way method.

**CONCLUSION:** Average, below average, and slow learner will remember table easily. Students will not make mistakes in calculation while solving problems. Student interest in mathematics gradually increase if they get right answer for their mathematical problems. Students can learn mathematics more interestingly if they learn tables on fingertips.

### REFERENCES:-

Dr. Anupriya Chadha, Child Psychology, Learning disability pp.97 to 100.,  
Published by A.P.H. Publishing Corporation, New Delhi.

Boulware-Gooden, R., Dahlgreen, M. and Joshi, R. M., (2002). Teaching Reading in an Inner City School through Multisensory Teaching Approach. International Dyslexia Association Annals of Dyslexia, Vol. 52, pp 229-239.

Mann, R. L. (2006). Effective Teaching Strategies for Gifted/Learning-Disabled Students with Spatial Strengths. Perdue University, Journal of Secondary Gifted Education, Vol XVII, No. 2, Winter, p. 112-122.

Tiene, D. (2000). Sensory Mode and 'Information Load'; Examining the Effects of Timing on Multisensory Processing. Kent State University. *International Journal of Instructional Media*, Vol. 27(2), pp 56-57.

<http://www.fingerithmetic.com>

