

SZÁMOLÁSGYENGESÉG KORRIGÁLÁSA

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Abstract: The number of children who find the daily math lessons a source of great anxiety is not to be neglected. Unfortunately there is still very little research on its nature and causes. These children struggle to understand what is obvious to all their classmates. They often have good intellectual abilities, but they do not know how to organize their problem-solving activity, they have particular problems with planning and evaluation of their own actions. We can also see that the traditional school methods are not very helpful in the case of these children. The goal of this paper is to try to help these children achieve better academic results using one of the 14 instruments (part of the Instrumental Enrichment program) the Numerical Progression, developed by Reuven Feuerstein,. This program helps learners search for, deduce and induce relationships between objects or events. It mediates precision, discrimination and a willingness to bring a judgement after all the elements have been worked out in determining the common rule for a progression. It is designed to makes changes in their basic cognitive structures that are prerequisites to learning and thinking. In the methodical part of my paper I show the cases of 6 students facing arithmetical difficulties. For 12 weeks (18 sessions) they were part of a training program, which using the principles of mediated learning, helped them develop their meta-cognitive functions and creating in them awareness of their own learning processes. As a result of the intervention all of them improved their test results in the post-test and all of them showed changes in their academic results. And, which is also very important the students showed significant changes related to greater motivation and enhanced thinking skills.

Keywords: arithmetic disorder, mediated learning, instrumental enrichment program.