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Interest is the best teacher

In order to attract children to learn new knowledge, the CMA researched and developed more than 500 teaching materials, creating a set of lively and interesting learning methods especially for children to attract them toward learning on their own. Additionally, those teaching materials could also encourage children to learn from a variety of teaching skills, as concluded below:

### 1.Role model encouragement

After nearly 30 years of operation in the CMA, Tai Chiang Ching had seriously trained numerous excellent students. Tai often brought his outstanding students to participate in all kinds of contests and exams in abacus mental arithmetic, and they often earned a champion grade every year.

Students who had earned the level of champion in national contests not only became models and good examples for the CMA institute, they also often talked with junior classmates and their parents about their experiences and opinions and encouraged each other.

Tai also occasionally invited parents and pre-school children to attend and watch the contests. Since the Internet has become pervasive, contestants would also communicate with each other online. They not only chose their own role models to learn from, but also set their own goals of learning abacus mental arithmetic to achieve and schedule their own progressive criteria.

During the recruitment period for CMA, Tai would also send some students to kindergartens, elementary schools or mental arithmetic talent shows organised by communities to perform abacus mental arithmetic skills. Through these performances, children and parents would learn more about these “little abacus mental arithmetic talents.” They admired those students who could figure out the answers for multiple numbers in just a few seconds, so the parents would then send their children to learn abacus mental arithmetic. Some pre-school children also asked their parents to

allow them to learn it just like those CMA students. Thus, taking part in performance on abacus mental arithmetic attracted the desire of children and parents to learn

abacus mental arithmetic. Of course, when those students who performed on the stage found

themselves becoming their parents' "focus," they became even more interested and energised to learn abacus mental arithmetic. 2.Incentive games

Children like new, interesting and hands-on toys. Abacus is not only a teaching material, but is also considered as a toy. In the shape of a rectangle, the abacus will make sounds while the beads are moved. It's easy to play with and suitable for children who love hands-on toys. The CMA's teaching design understands children's mentality and applies its basic essence to create a "combination of image recognition and beads moving." Children can learn from playing and become more curious and interested in learning without getting bored. In the teaching materials of the CMA designed by Tai Chiang Ching, children learn how to form an "image" in the mind by drawing figures using their fingers and thinking about the relationship between figures and numbers through the use of varieties of diagrams and images. An "abacus" would then appear in their brains, and children would see the abacus as a diagram they like, such as an apple, strawberry, soccer, cartoon characters, etc.

The function of image cards includes numbers transferred into images, images built in the brain, practicing multiplication tables, and so on. Students could click on the tree image in the "interactive learning" area on the CMA website, thus combining the function of the brain and images in order to bring create an image and a memory by using both left and right brain in full play.

This approach is also combined with "counting and bead moving."

Students could play a "Game" online, such as "beating a mouse," "the elephant's nose," "twin numbers," "Newton's apple," "what's the difference," "matching," "crossword puzzles" etc. Using the internet, Tai Chiang Ching designed varieties of simple online

games, such as “fortune telling and drawing lots,” “a video game,” “maze game,” “pop quiz,” “thinking training,” “self-confirmation,” “question and answer” etc. When students get tired, they can play the games as a pastime that also stimulates the brain. Learning while playing won’t make children feel bored; moreover, they will fall in love with the rich and colourful environment of learning abacus mental arithmetic.