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### 3.Incentive competition

Other characteristics of children include that they are ambitious, competition-oriented and love being praised. In the classroom, teachers will encourage children to compete to be the first to answer a question correctly, the fastest to associate the pictures, who talks loudest, etc. Based on these interesting competitions, students will be encouraged to be aggressive and make progress. It is common sense for teachers and parents that, even if the children just learn how to move the beads or make a little bit of progress, teachers will praise and encourage them. In that case, children will be energised to practise more and get more familiar with the system. After repeatedly practicing, they will gain a perfect level of achievement in abacus mental arithmetic, thus further becoming more willing to learn actively and then excel.

Tai Chiang Ching would organise an international level of an abacus mental arithmetic contest among teacher and students' groups every year, giving CMA students from different countries the chance to compete online. The winner could gain a prize, a medal, and a commendation.

### 4.Incentive achievement

Tai Chiang Ching hoped that every student in the CMA received recognition and encouragement each time they came to learn, so that he or she could become more energised to learn with a sense of accomplishment. Tai believes that children who have just learnt abacus arithmetic can feel too nervous and their brains may go blank. However, gradually they could start to make progress from “moving real beads” to “moving imaginary beads.” This kind of breakthrough and progress is considered to be “mission impossible” for laymen. Whenever the children made progress, Tai would encourage them. The children then felt happy and gained a sense of accomplishment with the motive to learn. Parents would feel joyous and proud of their children, whose skills in playing abacus and calculating speed were superior to their peers.

Tai Chiang Ching would also teach parents about abacus mental arithmetic in order to understand the advantages and effects of learning it. He held contests for students in order to challenge their skills. If they earned any kind of prize or medals, or passed any kind of exams, they would feel proud alongside their parents. In this way, the children would not only put more effort into learning abacus mental arithmetic, but their parents would also pay more attention to their children's progress.

The CMA also established "Internet World – Remote Teaching," which not only introduces the origins of the founding of the CMA and its organisation, but also includes "Online Learning," "CD Teaching," "Videos," "Teaching Addition," "Online Teaching," "Interactive Teaching," "Games," "Must See," "Must Listen," "Wisdom Source," "Abacus Museum," "Online Practicing," "CMA Student Only," "For Franchisees," etc. Students from all franchises of the world can practise online, anytime and anywhere. Their practicing performance and records will be recorded online. With this epochal creation, students will see their rankings online compared with each other, in order to encourage all "players" to make progress.