

Comparison of the effect of mathematical education through motor games and computer training programs on the learning of mathematical concepts and the interest of mathematicians in slow learner students

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Slow learner students are a group of children that because of the weakness in mental ability, have serious problems in mathematics and various therapeutic methods have been used for these students. This research is methodologically is a quasi-experimental study with pretest-posttest design with two experimental groups and one control group. The statistical population of this study is all slow learner students of the secondary school students of Sangar in the academic year of 1995-96 and 45 of them were ed by random sampling method (available), and in two experimental groups and one control group equally, each group was filled with 15 people. In this research, the experimental group 1 was firstly influenced by the independent variable of education through motor games (during 10 sessions of 45 minutes), and the experimental group 2 was influenced by the independent variable of education through computer training programs (during 10 sessions of 45 minutes). But the control group did not receive intervention. It enjoyed of only a common teaching (during 10 sessions of 45 minutes). Analysis of the data showed that the difference between the experimental groups 1 and 2 in the learning of mathematical concepts; interest in mathematics and its components, and the mean of control group at the level (0.001) was significant. Regarding these findings, it can be said that mathematical education through motor games and computer training programs is more effective than math concepts learning and interest in math in the traditional

teaching method (traditional) in late-learn students. Also, the comparison of the two experimental methods (1 and 2) has shown that both methods increase the learning of mathematical concepts equally. However, the effect of the experimental method 1 on the internal motivation of mathematics is greater than the effect of the other two methods. Therefore, based on the results of this research and other similar studies, both methods of mathematical education through motor games and computer training programs can be used to increase the learning of mathematical concepts and interest in mathematics in late-term students.

Keywords : Mathematical concepts, motor games, computer training programs, Slow learner students.

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