



ROLE OF METACOGNITIVE STRATEGIES IN OVERCOMING LEARNING DISABILITIES AMONG PRIMARY STUDENTS

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ABSTRACT

The educational scenario in India is meretricious. We speak of education for all; but in reality a majority of the students remain academically backward. Their number is alarmingly high at all stages of education. In primary education, especially in foundational courses, where there is much competition, the low performing students are pushed out. Education is, thus, the monopoly of a handful of able students. The low performing students labeled as the learning disadvantaged or learning disabled become ossified. Learning disability affects reading, listening, arithmetic, oral language and social skills. In primary schools in India there is lot of financial expenditure made for the performance of primary school children. Many of the noted education commission has recommended primary education one among the vital part for strengthening the students who want become a high achiever. In India met lot of problems in education system especially in primary education there is no standardized instructional strategies for the teaching subject. Primary education have minimum amount of transactional curriculum which combined together language, mathematics, social science and science. Especially mathematics is one among the important subject in primary education which required high level of comprehensive to solve the mathematical problems. In primary school children have many disabilities in mathematics that should be overcome by the class teacher through certain selected strategies. These strategies can be prepared by the class teacher by applied their own experiences gained from the classroom environment. Because every teacher must understand the real capacity of their students who studied under his/her control. In order to overcome the learning disabilities among the primary children the present metacognitive strategies helps the students to overcome the same in school environment.

KEYWORDS: Metacognitive, Learning Disabilities, Primary Education.

INTRODUCTION :

Primary school education is very important and that should be strengthened by the administrators and teachers to survive the primary children who will become in the modern world. Primary education is playing a major role for the student's comprehensive understanding in the subject and future perspectives. Many of the education commission stated that primary education to be strengthened because it is the backbone of higher education system as well as the overall development of the nation. If the primary children obtained the fruitful education it will help them to become a scientist and other professionalist, good citizen of India. In education system primary education is the backbone of the all other higher education system such as medicine, engineering, scientific and new innovation. In India there is lot of discrepancy in education system due to the various physical and psychological problems. In school children dyslexia and dyscalculia two among the major crisis students who will not understand properly in mathematics and other subjects. It should be identify the teacher's immediate concern and develop a certain strategies to overcome these problems among the primary children. According to nature of the

students some of the selected strategies prepared by the concern class teachers through his /her own experiences gained from the classroom settings because the good teacher can able to identify the problems among the students who suffered either dyscalculia or dyslexia . In this above consideration and based on the own experience gained by the investigator. The investigator has prepared metacognitive intervention strategies to overcome the learning disabilities of such as dyscalculia and dyslexia among primary school children.

METACOGNITIVE STRATEGIES

Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. Academic success has become one of the most important issues in today's societies and turned into one of the priority goals to be reached among students, families and other individuals who interact with these stakeholders. It may be argued that the most important academic skills for students to achieve in school are reading, writing and mathematics. Students who cannot become skilful in these subjects at school become unsuccessful. This failure by students affects their self-efficacy, which is defined as the belief of individuals in themselves in terms of being able to perform the acts required to deal with difficult situations (Alabay, 2006).

Meta cognitive strategies facilitate the students how to learn. They can incorporate these a appropriate into e-learning courses, social learning experiences, pre and post trainer activities and other formal and informal experiences through ask questions, poster self reflection, encourage self questioning, promote autonomous learning, provide access to mentor, solve problems with a team, think aloud, self explanation and provide opportunities for making errors.

Some evolutionary psychologists hypothesize that humans use Metacognition as a survival tool which would make Metacognition of the same across culture. Adoption of metacognitive strategies of the investigator of the present study makes the students comprehend how they learnt rather than what they learnt. The investigator through the present study focus more attention on above elaborated Metacognitive strategies so as to make the disabled children away from the problems faced in acquiring knowledge on language reading and arithmetic (Dr. M. Parimala Fathima, 2014).

The present study metacognitive strategies in Task based for language learning and maths have been illustrated as follows

Metacognitive Strategies Before task

Plan/Organsier

- set goals
- Plan the task or content sequence
- Plan how to accomplish the task (Choose strategies)
- Preview the text

Monitor identify the problems

- Check your progress on the task
- Check your comprehension as you use the language do you understand not if not what is the problem

Manage your own learning

- Determine how you learn best
- Arrange condition that help you learn
- seek opportunities for practice
- Focus your attention on the task

Metacognitive Strategies after task

Use what you know (use background knowledge)

- Think about and what you already know to help them do the task. Student may be made to associate between new information and their prior knowledge.

Make inferences (Use clues)

- Making students what they know to figure out meaning
- Read and listen between the lines
- Understanding its meaning

Make prediction (Crystal ball)

- Anticipate information to come
- Make logical guesses about what will happened
- Make on estimate (Maths)
- Make hypothesis(Science)

Children's kinesthetic sense

- Imaginative action by children
- Real object to help children remember words, sentences or content information

ROLE OF METACOGNITIVE STRATEGIES IN OVERCOMING LEARNING DISABILITIES

Metacognition is one among the brain related self performance strategies any individuals who can accumulate themselves and solve any problems with his/her own experience. Metacognitive strategies are best strategy for students level to solve the any mental operations through his/her own experiences gained through internal and external stimuli which activated in their own brain. Any individuals who can involve themselves any problems by applying metacognitive strategies. Because it gives a direction through cognition oriented activities by their own brain function. Cognition is nothing but thinking of thinking any individuals to solve their problems by the way of thinking and thinking in any complicated issues for the personal and academic side. In school particularly primary education the performance of students with different subjects is vital for the betterment of future education. In the modern world there is lot of exposures gained by the teachers through his/her classroom environment. One of the major issue in primary children who suffered dyslexia and dyscalculia in long period. In order to eradicate the same the teachers is take necessary steps to overcome the learning disabilities among the students. The following metcognitive strategies prepared by the investigator to overcome the learning disabilities of primary school children according to their nature. Meta cognitive strategies can be categorized before and after task strategies.

One of the most effective ways to teach Metacognitive strategies is the think aloud. This includes a teacher talking in the class through thinking as teacher tackles a class, like a piece of text with new vocabulary or new maths concepts. Based on such view the investigator decided to implement lesson plan through the following strategies so as to make the students comprehend reading and arithmetic.

NEED AND SIGNIFICANCE OF THE STUDY

The primary school stage plays a vital role in making in the children develop language reading skill and arithmetic especially disabled children a primary level cannot cope up with normal children in regular classroom settings. Most of the disabled children feel difficulties and hindrance especially in acquiring language skill and mathematics in primary education.

The Indian Government lays emphasis on primary education and also referred as elementary education, to children aged 6 to 14 years old. This present study becomes to deal with lower primary school students (6 to 10 ages) with learning disabilities of dyslexia and dyscalculia.

A learning disability is a neurological disorder of children with learning disabilities is as smart as or smarter than their peers. But they have difficulty reading, writing, spelling, reasoning, recalling and organising information if left to figure things out by themselves or if taught in conventional way. Therefore, there has been misconception of primary school teachers on the students with learning disabilities. Learning disability in general refers to an intellectual disability, while difficulties such as dyslexia and dyscalculia or usually refers to as learning disabilities. Disorders refer the significant learning problems in an academic area.

In this point of view the investigator is to become aware to introduce innovative Metacognitive strategies for the children at primary level to overcome problems in their regular school settings. Metacognitive strategies refers to methods to help children understand the way they learn; in other words it means processes designed for students to think about the thinking with related to their previous experiences. With the consideration of learning difficulties of the students at primary levels, the investigator of the present study made an attempt to minimize the problem of learning disabled students through metacognitive strategies.

CONCLUSION

School at primary level has significant role in shaping the children in their learning disabilities problems and development of personality. Especially disable children suffer a lot in their regular classroom teaching and learning and same to be minimized by the teacher .Acquiring language reading skill and learning Mathematics for primary school remains important aspects and same to be enlarging in primary school itself through some instructional activities .Teachers at primary level have insist the students to made a self learning among the children so that children can think in their own and do anything for the betterment of the problems who suffered

The use of these strategies can help improve students" critical thinking skills, help them differentiate truths from lies in the media, give them new tools for organizing their thinking in academic course work such as heuristics and cognitive organizers, and teach them about the neuroplasticity of their brain and why a growth mindset is so important for success in school and life. Mathematics is a curious subject, compared with other science subject. It requires high level of concentration to perform effectively in mathematical problems in successful manner for students.

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