



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

TEACHING OF MATHEMATICS: A SEARCH FOR AN ALTERNATIVE SPHERE

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Abstract:

Mathematics is the science of number. It studies quantities, shapes and motions of physical objects. Moreover, it studies about counting, calculation and measurement. It happens to exist in every phenomenon of life. It has been dwelling with us in disguise for thousand years. It left traces in caves, the first home of human race. The practical mathematics was evidenced in 'tallies' of 1800 B.C. Babylonians and Egyptians had started doing arithmetic, algebra, geometry and other financial calculation in 3000 B.C. They applied mathematical formulae to build magnificent structure and buildings. They used mathematics to study natural science i.e. the laws of stars and celestial objects. Consequently, mathematics started evolving in tradition and culture. A kid acquires the sense of number, addition and subtraction before he/she steps into a school. Folk games and traditional activities help a kid to learn the basics of mathematics. In this regard, traditional folk tales, riddles and rituals also help kids to acquire primary lesson of mathematics. Thus outer world laid the foundation stone of mathematics. A person gets the idea of number in early stage. He/she can easily do simple sum like addition and subtraction without going to school. Later on he/she finds Mathematics as bizarre subject. He/she finds the subject very difficult in the class room. Thus he/she develops math phobia. A kid hears of number in a playground. Playground is the first mathematical class. A person learns how to subtract and sum two or more digits in the playground. Thus the person grows affinity to numbers. But as soon as he/she gets into a school, he/she starts to scare numbers. They feel annoyed of Mathematics. The present paper tries to focus on why school going kids feel frighten of Mathematics. It tries to find out possible tools applying which one can make it an interesting subject. This paper is primarily based on first hand experiences acquired by the author in different situations while interacting with school going students and their parents. The author of the paper has consulted secondary sources. Accordingly, primary and secondary sources are being used here as methodology.

Keywords: Mathematics, Folk-teaching, Classroom drilling, Alternative sphere