CREATING A CONDUCIVE, SUPPORTIVE MATH CLASSROOM

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I had noticed that students were very reluctant to hand in assignments in case they were 'wrong' and were often spending time very unproductively in checking and re-checking their answers. It pertinent to encourage students to be careful about checking their work, and to help them to develop a repertoire of checking strategies. This seem to be a growing problem, that more and more students are becoming afraid to try new things in case they fail, and/or become depressed and question their own self-worth if they do make mistakes. The subject Mathematics, with its emphasis on 'right' or 'wrong' answers can potentially reinforce these fears, that is why there is something we called math anxiety.

On the other hand, mathematics classroom can also be the perfect environment for teachers to help their pupils to face up to and overcome these fears. The earlier in the child’s school life that this support begins, the better. The facilitator of the subject or mathematics teachers can help to create a secure, supportive classroom environment in which the pupils learn to not fear failure and to value failures as an opportunity to learn and grow.

Moreover, it is prevalent that reluctant participation in the mathematics classroom arises from lack of understanding and compassion, which can often be unconscious, by teachers and other pupils. To encourage students to participate effectively, do not scold you students if he/she makes mistake; show him/her how to recover from that mistake; encourage them through your inspirational words about failures; use positive feedbacks and praises; and avoid frowning. Conducive and supportive classroom helps a lot for the better learning of the students.
References: