POSITIVE ATTITUDES TOWARDS MATHEMATICS

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I let that negativity roll off me like water off a duck's back. If it's not positive, I didn't hear it. If you can overcome the negativity, everything becomes easier.

—George Foreman

The success of the student’s performance in Mathematics depends upon their attitudes towards the subject. They say that Mathematics is difficult, boring and dull. Some of the students hate Mathematics especially when they see numbers, letters, and symbols.

Being a teacher, how do we encourage them to develop a positive attitude towards Mathematics? Listed below are some techniques and strategies that could help them as the subject:

At the start, ask the students to list down all their concerned about the subject.

Do something about the issues to finally solve their concerned.

Do not focus on a single reference, as much as possible use a wide choice of resources.

Involve students in real-life examples, and ask them to integrate it with other subjects.

Make the subject fun and enjoyable, includes challenges, games, puzzles, etc.

Encourage students to explain their works, tell them that having a mistake is okay and acceptable, and welcome the wrong answer as a foundation for understanding.
Accepts other solutions to problems as long as they arrived at the same answer, but explain to them the importance of following the steps in solving problems in Mathematics.

Encourage group work and peer teaching.

Use positive language, discuss mathematical terms in the simplest way.

If possible, invite resource person/individual or professional to discuss the use of math in their jobs such as accountant, engineers, statisticians and the likes.

A student's attitudes towards Mathematics have a positive and negative effect on their learning and achievement. This means that their attitudes could be one of the factors behind his or her success or failure of the subject. Attitudes are important in teaching and learning not only in Math but also in all other areas in the curriculum.

References:

https://nrich.maths.org/6597