

Using Constructivism Approach in Teaching Mathematics

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Abstract

According to the view of Courant and Robbins “Mathematics as an expression of the human mind reflects the active will, the contemplative reason, and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generally individuality”. These basic elements help us in providing a unique way of thinking, reasoning and problem solving. Constructivism deals with what an educand learns and what educators do to facilitate educands’ understanding. Knowledge cannot be provided in any conclusive form rather it has to be acquired in the mind of the learner in his own way. Mathematics should be taught emphasizing problem solving. Educators can pose problems and encourage students to think deeply about possible solutions. Different topics of Mathematics, if taught through constructivism approach will help the students to solve problems, apply mathematics to realworld situations and expand on what they already know. Teachers have to understand that students are active creators of their knowledge, so to construct the concept of mathematics in them, they must be allowed to ask questions, explore and access what they already know. Now, this paper seeks to highlight how a educator or teacher can apply the constructivism technique to explain Mathematics topics in a classroom such that the educand or learner can realize the abstract concepts.

Key Words: Analysis, Constructivist Classroom; Knowledge; Math Problems; Problem Solving.