

## STUDY ON TEACHING MATH WITH UNCONVENTIONAL ONES

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### ABSTRACT

Study their results on mathematics learning. Various examinations have shown that students experience mathematics nervousness which is a sensation of strain and dread that obstruct math learning. This might be credited to the applied showing techniques in the study halls. The three significant showing strategies are: customary, critical thinking, and revelation learning. Customary showing strategy is a teacher-focused guidance, while critical thinking technique is an as teacher and student centered which depends on how teacher utilizes the four stages of critical thinking strategies in educating Mathematics. In revelation learning strategy, teacher assumes the part of facilitator through including students in changed exercises related with the disclosure and development of the information. The subjective contextual investigation technique was viewed as more practical and proper to meet the point of this review. Information were gathered involving perception and semi-organized interviews with teachers in the optional schools in Malaysia. It was seen that conventional, critical thinking and disclosure learning techniques were drilled by the teachers.

*Keywords: Teaching, Unconventional*

### INTRODUCTION

It has large impact on our expert and social everyday existence exercises (Maasz and Schloeglmann, 2016). It plays critical part for students' prosperity and reproducing a created country. Mathematics training has been dealt with all of the time as a significant segment of general schooling and explicitly science instruction. It is accepted that a teaching technique is fundamental for any significant improvement exertion. These varieties of convictions and values concerning mathematics learning bring about various mathematics schooling systems. The job of instructors is to work with students' reasoning and learning, in this way, educator should endeavor to inspire students to learn. To know about teaching practice exercises done by instructors, we ought to have sufficient information regarding learning and teaching strategies. Different teaching strategies, for example, conventional, critical thinking, and revelation learning have been utilized in schooling systems from one side of the planet to the other. The application of these teaching methods is explained more in the next sections. Finally, we present the optimum teaching method for mathematical subjects. Most Mathematics educators utilize conventional techniques with regards to teaching Mathematics (for example white/dark and marker/chalk). Hence, the educator assumes the part of a teacher. He is the person who concludes which teaching-learning technique will be utilized. Most frequently students are viewed as having "holes in information" that the educator should load up with heaps of data. Time and again, Mathematical instruction is

independent from the students' day by day encounters. Consequently, the instructor neglects to connect with the students' advantages in the exchange of new information. All in all, the instructor needs to respond to questions, for example, "For what reason do we really want it?", "For what reason do we have to realize this?".

The two teaching methods—active and traditional—in the teaching of mathematics in special education classes at standard elementary schools in India. Both methods strive to boost scholastic achievements in mathematics, from the aspects of understanding study materials and the ability to solve problems. It should be noted that the active teaching method suggests a new path in teaching—a path with which one can encourage and assist students experiencing difficulties and also facilitate in the perception of study materials. Mathematics is considered to be one of the more difficult subjects studied in school—perhaps even the most difficult—as students are required to solve verbal problems, cope with research assignments, present situations using illustrations and mathematical representations, understand the properties of concepts and the relationships between them, and more. Thus, the student must possess strong abilities in logical thinking. Active teaching stresses social relationships among study participants in a school environment, as well as student actions in accordance with his/her personal study advancement, development of a flexible study program that corresponds to student needs, development and organization of diverse study materials and the use of alternatives in teaching.

All these should serve as factors assisting in teaching math and in simplifying study materials for students with difficulties. The research objective was to examine the measure of change that should occur in the math student using the active teaching method, according to the RTI model (Response to Intervention). In order to examine the effect of teaching methods on scholastic achievements, this research project evaluated four special education classes studying within the standard elementary education framework—two classes studied mathematics according to the active teaching approach, and the other two according to the traditional teaching approach. The research hypothesis was that differences would be detected in scholastic achievement due to the differences in teaching methods.

Due to the lack of information on the unique characteristics of teaching methods and the relationship between them and the boosting of scholastic achievements in mathematics in special education, the present research engaged in the definition of these teaching approaches and examined the measure of impact of the various teaching methods on scholastic achievements in mathematics among students in special education.

## **OBJECTIVES**

1. To implement information technology in teaching maths to students and their effectiveness in learning maths.
2. To compare the effectiveness in developing comprehension with those people who did not study with such strategies.

## **ACTIVE TEACHING**

The fundamental reason of the dynamic teaching technique is that each review bunch in the class is heterogeneous, regardless of whether apparently the class or review bunch is made on some homogenous premise. In addition, as individuals gain from inside different frameworks of social connections, the design of

the gathering and the elements inside it will influence both individual and gathering learning. In this manner, contrasts among students and the heterogeneous organization of the review bunch comprise a beginning stage in the dynamic teaching approach.

The dynamic teaching approach initiated in Israel in the 1960's in few schools. The quantity of dynamic schools steadily expanded, and in 2016 the Ministry of Education laid out the Unit for Active Study. The dynamic teaching approach doesn't draft primer definitions, but instead endeavors to use nearby variation in the portrayal of students and in the assurance of goals and headings for activity in study, in information and in concentrate on conditions.

Globman and Harrison drafted a complete definition for the dynamic teaching approach in five itemized regions: a) the accentuation of warm relational connections among members in the school climate; b) the accentuation of understudy activity in free direction of his/her review; c) the advancement of an adaptable report program that is adjusted to its students; d) the turn of events and association of different materials and assets in the review climate that will set off curiosity and learning; e) the utilization of teaching techniques and a scope of social frameworks to foster assorted learning encounters.

A few blends from inside these five regions bring about various execution models for dynamic teaching in schools. It should be noticed that every one of the five regions are executed in all of the models for dynamic teaching; notwithstanding, the distinctions lie in the proportion of accentuation allowed to every one of the areas-an accentuation that invests each model with its own uniqueness.

One model, the individual-scholarly model, stresses mankind and socialness, putting the understudy at the focal point of educational cycles and a high level teaching program. This model endeavors to address the distinctions among students as indicated by level of accomplishments and learning style. Another model, the open passage model, puts a greater amount of an accentuation on the third and fourth areas of dynamic teaching-a high level teaching project and activity of a high level review climate, and less on different areas of dynamic teaching. As per this model, the climate answers to the distinctions in understudy interests and endeavors to foster them from both a mental and expressive angle all the while. An alternate model, the open school model, focuses on the fifth region more, and adaptability turns into an essential guideline in the activity of an instructive climate. With this model, there is an endeavor to allude not exclusively to the different individual person qualities among students, yet additionally to the social distinctions among them. Achievement in dynamic teaching is subject to the proportion of participation among all dynamic components in the school, from a conviction that this strategy will help the review populace and give an extraordinary reaction to every individual understudy, as per his/her own capacities.

## **TEACHING MATHEMATICS THROUGH MATHEMATICAL MODELIN**

Numerical modeling fundamentally comprises of making an interpretation of certifiable issues into numerical word issues, taking care of the numerical issues and deciphering these arrangements in the language of this present reality, approving the ends by contrasting them and the circumstance, and afterward either working on the model or then again, assuming it is OK, and applying the model to comparative circumstances for assessment and refinement.

Individuals are brought into the world with dormant urges, capacities, limits, interests, aptitudes and other character attributes. It is the excellent worry of training to invigorate and direct these lacking capacities to the best channels. The great target of the current schooling is to address the arising difficulties of the course of globalization. To do these multi-layered targets reasonable Instructional methodologies are fundamental. This drove specialists to investigate different strategies and methods, which brought about a decent and coordinated improvement of mental, full of feeling and psychomotor conduct of the understudy.

Inside and out information about assorted methods of reasoning of teachings will assist educators with directing the students all the more ideally. Indispensable topic, which has values in and out, ought to be picked for guidance. Educator ought to comprehend and execute foreordained goals in quantifiable terms for understudy accomplishment. Educator can take on a critical thinking approach in teaching where dynamic abilities are underlined. To help instructors in such manner there are chosen standards from the brain science of learning which need to display and execute. To meet the Instructional objectives, various teaching procedures have been created by educationists and therapists in view of firm learning speculations. In any case, there is no single most ideal way that can be utilized in all circumstances. The best strategy is the one, which will be best for arriving at a specific objective in a given circumstance. This is the way of thinking behind Models of Teaching.

### **NON-TRADITIONAL ACTIVITIES TO ENHANCE MATHEMATICAL TEACHING**

The area of concentration for my concern of training was whether remembering more non-traditional exercises for my educational plan would further develop my students' arrangement, maintenance, and associations of numerical ideas. I was profoundly baffled with students learning ideas for their day by day task and test and afterward failing to remember what they have realized in light of the fact that it had not become piece of their numerical patterns. Proof of this dissatisfaction were junior/senior high students not having the option to compute part or number math despite the fact that I realized quality time had been spent on those ideas in primary school. Additional proof was my students' prosperity, or deficiency in that department, in Algebra II since they didn't hold data they had once "dominated" in Algebra I. Students came to me to communicate their disappointment about Algebra II and I felt baffled since I figured I worked really hard in setting them up for impending difficulties.

Counting more non-traditional exercises included my teaching practice since it impacted my educational plan. Non-traditional exercises could likewise be utilized as a method for evaluating my's how students might interpret the ideas. This kind of evaluation may really mean more since students are applying their insight not their test taking abilities. I been able to control my educational program; in this way I been able to control the utilization of non-traditional exercises in my homeroom. There was not a period table set by my locale.

Students need to see the importance of mathematics. Non-traditional exercises could assist students with understanding the importance since they were interfacing mathematics to some different option from a task. At the point when students see the pertinence of mathematics, then, at that point, they ought to be inspired to learn. In the past I have attempted to consolidate non-traditional exercises into my educational program, however I knew it is a region that I could develop, particularly fusing quality exercises that upgrade understudy learning, not simply fun exercises.

In pondering my how own might interpret the utilization of non-traditional exercises, I genuinely think that learning ought to be involved. At times that is something troublesome to achieve in mathematics. I felt students learn by taking an interest not tuning in and copying. It is our objective as teachers to make students who would issue be able to address and make unique thoughts. Do we make those sorts of scholars by driving them to tune in and do things precisely the manner in which the educator does? It was essential to meaningfully have an impact on the manner in which I showed mathematics in light of the fact that in further developed classes, students were struggling structure on ideas that I invested a lot of energy teaching. Clearly students didn't genuinely get familiar with the ideas. Could having a use of these ideas through non-traditional exercises assist students with recollecting and associate them to earlier and new numerical ideas?

This issue connected with issues around change in mathematics training since I needed to work on my students' associations with mathematics. The National Council of Teachers of Mathematics (NCTM) expressed that "thinking numerically includes searching for associations, and making associations assembles numerical agreement" (NCTM, 2000, p. 274). The NCTM likewise expressed that "guidance programs from prekindergarten through grade 12 should empower all students to:

- Perceive and utilize associations among numerical thoughts
- See how numerical thoughts interconnect and expand on each other to create an intelligent entirety
- Perceive and apply mathematics in settings outside of mathematics (NCTM, 2000, p. 274).

I needed students to perceive how numerical ideas are associated, as well concerning students to see the pertinence for the ideas they were learning with the expectation that this would expand their maintenance of these ideas. Mathematics in reality won't be twenty to thirty issues of a comparative idea. It will be an issue and students must track down an answer. It is essential to rehearse the kind of math students will use as they become grown-ups.

An ideal homeroom is one that is understudy driven where students are inspired to learn on the grounds that they see significance for what they are learning. They see associations between ideas they have effectively dominated and to applications outside of the mathematics study hall. Students would cooperate to take care of genuine numerical statements. They would examine with each other various procedures in tackling the issue then, at that point, utilize that defense to approach addressing it. Students would have the option to clarify why they picked that system and why their response appears to be legit. For instance, students wouldn't get hung up on a division that may not be not difficult to tackle. They could see it in decimal structure along these lines making a lot less difficult issue. Students would hold the data they learned and would have the option to apply it to new settings and expand upon it.

## **CONVENTIONAL EDUCATIONAL SYSTEM TO UNCONVENTIONAL ONE**

To supplant conventional school system with an unconventional one, the methods of teaching and furthermore the substance of teaching ought to be changed and challenged. As educators, it's important to have the option to instruct and stay locking in. It places a more prominent degree of obligation on making illustration designs that

genuinely work. The schooling system should roll out certain improvements and begin following specific methods to make the more youthful age more inventive, more coherent, more learned and finally more human.

## Unconventional Methods of Teaching

### Assumption Busting

**What:** An assumption is an unchallenged, accepted truth. Assumption busting is especially powerful when one is trapped in current reasoning ideal models or has run out of thoughts.

**Benefits:** Everyone makes assumptions regarding how our general surroundings, which in imaginative circumstances, can forestall seeing or producing conceivable outcomes. Purposely searching out and tending to beforehand unchallenged assumptions animates inventive reasoning.

**How:** List assumptions related with an undertaking or issue, for instance, that an answer is unimaginable because of time and cost limitations; something works on the grounds that specific standards or conditions; and individuals accept, need or consider specific things. Then, at that point, ask under what conditions these assumptions are false, proceed with the course of assessment as old assumptions are tested and new ones are made. An elective approach to continuing is to view ways of driving assumptions as obvious. This is something contrary to testing assumptions in the past advance.

### Conceptualizing

**What:** Brainstorming, a valuable apparatus to foster intelligent fixes to an issue, is a parallel speculation process by which students are approached to foster thoughts or contemplations that might appear to be insane or stunning right away. Members can then change and further develop them into unique and valuable thoughts. Brainstorming can assist with characterizing an issue, analyze an issue, or potential arrangements and protection from proposed arrangements.

**How:** Define the issue obviously spread out any rules to be met. Keep the meeting zeroed in on the issue, yet be certain that nobody scrutinizes or assesses thoughts during the meeting, regardless of whether they are obviously illogical. Analysis hoses innovativeness in the underlying phases of a brainstorming meeting. Thoughts ought to be recorded, rather than grew profoundly on the spot; the thought is to create potential outcomes. In like manner, members ought to be urged to get on thoughts proposed to make new ones. One individual ought to be designated as note-taker, and thoughts should be contemplated and assessed after the meeting.

## CONCLUSION

In this review, students performed better in physical science courses by attempting to comprehend the physical science materials and relate physical science issues to this present reality circumstance. The impression of Physics learning through repetition didn't assist students with learning admirably or perform better. In general, orientation was not related with execution. The discoveries of this concentrate on along these lines conveyed some extremely reassuring data to physical science teachers. Students concentrated on physical science by

endeavoring to comprehend the standards behind the course material additionally students would in general retain the course material. 9 out of each 10 students in the innovation coordinated study halls revealed being benefited by the learning climate while each 7 out of 10 students in the conventional homeroom setting demonstrated their inclination in having the innovation combination. A higher rate coordinated learning climate got a last grade of B or higher contrasted with the students who didn't feel the advantage from a similar learning climate.

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