QUESTION-ASKING TECHNIQUES: ONE WAY THAT MAKES LEARNING MATH A FUN

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Being a teacher today is challenging. We have quite a boatload on our shoulders, and being a math teacher is highly demanding since this discipline is never enjoyable and stimulating for children. Nevertheless, there are specific methods to help students like math while addressing the requirements and abiding by the current educational demands.

The accepted thinking in mathematics is that for students to demonstrate their understanding, they must be given techniques and be able to repeat them. Nonetheless, teaching math has changed to accommodate more effective connection tactics for students. Yes, increasing students' interest is complex, and it's not as simple as finding topics that are exciting or relevant to everyday life. Thus, we must allow learners to engage in meaningful inquiry if we want them to be interested in math.

We must practice question-asking techniques with our students. Questioning problems encourages learners to analyze mathematically and logically anything, which is a crucial skill in teaching-learning math. For instance, we can urge students to develop queries that could be addressed using a visual of a right-angle triangle displayed on the board without any text or dimensions.

It is challenging to be a teacher nowadays. We didn't even discuss lesson planning when covering all the requirements, prepping students for assessments, performing research data on learning outcomes and our advancement as teachers, and presenting evidence for ratings. And once more, teaching mathematics—a subject that students hardly ever think

is interesting and engaging—is significantly more complicated. While still addressing the standards and abiding by the current educational demands, we can make math for students enjoyable and exciting if we use question-asking approaches.

References:

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