



Nature, Philosophy and Reason of the Mathematics Teacher

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Abstract

“A Teacher in any educational set up is one who uses the natural world as a powerful tool and learning environment, irrespective of the subject matter to aid the learning acquire a better understanding”. Children and Nature Network (2017) mathematics standards are observed to have fallen in view of secondary school education. The nature of the mathematics teachers found in a particular school would determine the faith of the graduating students. The exist trained mathematics teacher and untrained mathematics teacher, the untrained teachers are not qualify to handle mathematics as a teaching subject but had to teach as a result of shortage of manpower. The nature of a trained teacher is a person who undergoes educational training with the aim of graduating to help others acquire knowledge, competence and values. This nature of mathematics teacher engages, creates and encourages the learner to acquire and to improve on the student health and well-being toward cognitive abilities and utilized to learning. Philosophically, every trained mathematics teacher is to care and improve the lives of students as well as acquisition mathematics knowledge and competence with values of nature life.

Nature, and Philosophy of mathematics teacher

Nature: Under normal circumstances, the knowledge we acquire about our environment constitute the field of studies. Mathematics as a subject has two major obstruct component which include skills and content.

Content: The content is the knowledge we accumulate about the immediate environment of the subject matter while the process skill deal with the way in which the mathematics teacher goes about gathering knowledge about the subject matter. Such ways or basic process skill include observation, measurement, inference, classification, methods of production and communication etc. In the course of service delivery of the mathematics teacher, positive attitude is encouraged and observe to offset failure.

In using the stated process skills, the mathematics teacher has to be honest and open minded about the information obtained. It is important to note that all mathematics teacher knowledge must be testable. It must be consistent with what we know about the world of calculations for example a mathematics teacher cannot come up and say $X^5 \times X^2 = 2X$, then that would not be consistent with the first rule of indices. Fake reasoning cannot be considered which cannot pass through the test of logical reasoning. Most of the laws, theories or rules he uses, some are static from the origin of the mathematics while some are being charge to meet with the unforeseen circumstance of the changing world.

Philosophy of the mathematics teacher: The philosophy is the study of general and fundamental problems concerning matters such as existence, knowledge, values, reason, mind and language (Greeks).(Sharm and Hyland, 1991), “philosophy is a process of asking questions about the world, about man’s place in the world and about all aspect of human activity and experience”. A philosopher is concerned with the critical examination of human existence, evaluation of information and human affair in an attempt to construct some

systematic, coherent and consistent picture of all that we know and terms.

Philosophy of mathematics deal with logical reasoning, assumption foundation and the implication of mathematics by the teacher. The teacher tries to give meaning to the objective of mathematics and methods used by the mathematics teacher. Philosophy of mathematics centers on providing answers to question base on mathematics theories, equation, methods and solution to a conclusion. It therefore deals with many issues and topics that concern mathematics.

Reason of the mathematics teacher

The reasoning centers on the question of who teaches mathematics. This would give rise to the goals of second education as contain in the National Policy on education (NPE). The broad goals of secondary education are specified in National Policy on education (FRN, 2004) include to the preparation of the individual for;

- a. Useful living within the society and
- b. Higher education

Specifically, secondary education among others is expected

- i. To provide trained manpower in the field of mathematics at the sub professional grade.
- ii. Raise a generation of people who can think logically for themselves, respect the views and feelings of the others, therefore mathematics teacher exist in order to
 - a) Produce much needed manpower for the nation.
 - b) Enable student acquire mathematics and it logical knowledge
 - c) Enable student develop individual potential
 - d) Enable student learn the essence of discovery
 - e) Enable student develop rational thought
 - f) Enable student develop and process logical reasoning
 - g) Enable student explain and explore the natural world
 - h) Enhance general mathematics literacy
 - i) Enhance terminal advancement

Conclusion

The mathematics teacher gather information about nature in essence, as a teacher, is an embodiment of knowledge which is used in the class effectively

References

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