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EMOTIONAL BLOCK AND COMPUTATION ABILITY AMONG MATHEMATICS STUDENTS AT SECONDARY LEVEL

Education

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ABSTRACT

Mathematics, which involves the study of quantities as expressed in numbers or symbols, comprises a variety of related branches. In elementary school, for example, mathematics is conceptualized in strands such as concepts, numeration, measurement, arithmetic, algorithmic computation, and problem solving. In high school, curriculum offerings include algebra, geometry, trigonometry, and calculus. Little is understood, however, about how different aspects of mathematical cognition relate to one another (i.e., which aspects of performance are shared or distinct, or how difficulty in one domain corresponds with difficulty in another). Such understanding would provide theoretical insight into the nature of mathematics competence and practical guidance about the identification and treatment of mathematics difficulties. The present paper deals with the emotional block and computation ability of the secondary schools which influence the academic achievement of mathematics in school environment.

KEYWORDS

Emotional block, computation ability, mathematics

INTRODUCTION:

Mathematics, which involves the study of quantities as expressed in numbers or symbols, comprises a variety of related branches. In elementary school, for example, mathematics is conceptualized in strands such as concepts, numeration, measurement, arithmetic, algorithmic computation, and problem solving. In high school, curriculum offerings include algebra, geometry, trigonometry, and calculus. Little is understood, however, about how different aspects of mathematical cognition relate to one another (i.e., which aspects of performance are shared or distinct, or how difficulty in one domain corresponds with difficulty in another). Such understanding would provide theoretical insight into the nature of mathematics competence and practical guidance about the identification and treatment of mathematics difficulties. The major distinction between computation and problem solving is the addition of linguistic information that requires children to construct a problem model. Whereas a computation problem is already set up for solution, a word problem requires students to use the text to identify missing information, construct the number sentence, and derive the calculation problem for finding the missing information. This transparent difference would seem to alter the nature of the task, but no studies have examined how difficulty in one sub domain corresponds to difficulty in the other and whether students' cognitive characteristics differ as a function of where the mathematics difficulty resides. And clearing emotional block is being a vital role to performing mathematics in school level. This paper deals the emotional block and computation abilities in secondary level students in mathematical background.

EMOTIONAL BLOCK-MEANING:

Emotional blocks and limiting beliefs operate largely at the unconscious or subconscious level. That is why they cannot be simply released with conscious will. The structure stumbling block is made up of negative emotions such as anger, sadness, fear, pain, and/or guilt.

It is a "program" installed in the so-called subconscious that still affects the person outside his awareness. That negative program is often installed by the father, a teacher, another kid or an embarrassing experience. Actually there can be numerous causes, but those are the most common I've found. All it takes is words from someone the child regards as an "authority figure" and the program is installed because there is no resistance. A child, as we all know, is very susceptible to outside influences--especially parents and other kids.

COMPUTATION ABILITY-MEANING:

Computational skills are the selection and application of arithmetic operations to calculate solutions to mathematical problems.

PROCESS OF CLEARING EMOTIONAL BLOCK:

"In our journey of consciousness, we must clear the planes in ascending order: physical, emotional, mental, intellectual and spiritual" ~ John Ruskan

The clearing process begins with awareness, honesty, and openness.It dispels the toxic emotions responsible for emotional blocks and alleviates unhealthy stress levels. It increases awareness of what you are experiencing and creates space allowing you to choose how you want to act/react to situations. This process allows you to: become mindful of your thoughts and feelings, gaining power over them; free yourself to pursue what you truly desire in life; work toward your highest potential and become the person you want to be.

The process is complete when we reach a state of acceptance, forgiveness, willingness to release and make peace with the past and ourselves (stop identifying with it).

Clearing emotional blocks involves work on all aspects of our being:

- Body - deep relaxation through breath;
- Mind (conscious/intellect) - through awareness;
- Emotion (subconscious/feelings) - through acceptance;
- Behavior (unconscious/automatic response) - through experiencing a shift and
- Spiritual (transformation) - through observing and witnessing the effects of the learning in our life

REMOVING EMOTIONAL BLOCK TO LEARNING MATHEMATICS:

During the twentieth century, the meaning of successful mathematics learning underwent several shifts in response to changes in both society and schooling. For roughly the first half of the century, success in learning the mathematics of pre-kindergarten to eighth grade usually meant facility in using the computational procedures of arithmetic, with many educators emphasizing the need for skilled performance and others emphasizing the need for students to learn procedures with understanding.1 In the 1950s and 1960s, the new math movement defined successful mathematics learning primarily in terms of understanding the structure of mathematics together with its unifying ideas, and not just as computational skill. This emphasis was followed by a "back to basics" movement that proposed returning to the view that success in mathematics meant being able to compute accurately and quickly. The reform movement of the 1980s and 1990s pushed the emphasis toward what was called the development of "mathematical power," which involved reasoning, solving problems, connecting mathematical ideas, and communicating mathematics to others. Reactions to reform proposals stressed such features of mathematics learning as the importance of memorization, of facility in computation, and of being able to prove mathematical assertions. These various emphases have reflected different goals for school mathematics held by different groups of people at different times.If a child seems normally intelligent but has trouble with certain subjects or even all

subjects in school, it is possible there is a learning block. If you are not skilled in manipulating the subconscious mind, this may seem pretty farfetched to you. However, my experience and that of thousands of other therapists of various disciplines is that there are numerous subjects, children and adults, who could perform much better academically if certain blocks were removed.

IMPORTANCE OF COMPUTATION ABILITY ON MATHEMATICS:

Computation is one of the key contents in elementary and middle school level mathematics education in China. Decades ago, Chinese "arithmetic curriculum", with an emphasis of basic computation skills contained as the main contents whole number computation, decimal computation, fraction computation, mix number computation and problem solving. In 1978, the "arithmetic curriculum" was re-titled as the "mathematics curriculum". In the new curriculum, the pre-algebra and basic geometry contents as well as the idea of simple set and function theory were added; some over-complicated computation, complicated mix-number computation and problem solving contents were deleted**.**

Compared to students in most industrialized nations, Indian few are students continue to score very low on standardized mathematics tests. Though our top students do very well (they rival the best students in any nation), our average students do not demonstrate an adequate level of mathematical competence.

The following is a general synopsis of the recommendations that have emerged from the literature about reforms needed in mathematics teaching:

1. Memorization cannot be the primary method of learning mathematics.
2. Learning math is a process of construction. Children build on what they know. We cannot simply transmit information to them.
3. Algebraic and geometric concepts should be integrated throughout the curriculum.
4. Every concept ought to be presented in a variety of ways.
5. Examples and problems should be based on the real life experiences of children.
6. Cooperative learning techniques are especially helpful in learning problem-solving skills.

CONCLUSION:

The major distinction between computation and problem solving is the addition of linguistic information that requires children to construct a problem model. Whereas a computation problem is already set up for solution, a word problem requires students to use the text to identify missing information, construct the number sentence, and derive the calculation problem for finding the missing information. This transparent difference would seem to alter the nature of the task, but no studies have examined how difficulty in one sub domain corresponds to difficulty in the other and whether students' cognitive characteristics differ as a function of where the mathematics difficulty resides. And clearing emotional block is being a vital role to performing mathematics in school level. In conclusion, the present paper reveals that the clearing the emotional block and importance of computation ability to deal effectively in mathematical problem in secondary school level. Mathematics subject need high level concentration and various ability to perform well in mathematics, in this view this paper represent the clearing emotional block to help the learner to stable their mind and importance of computation ability, which help the performance of mathematics in students who are studying at secondary level.

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