

Mathematical Education for the Future of the Students

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EDITORIAL NOTE

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Under the effects of informatization, automatization, digitization, and globalization, our world is fast changing. To prepare students for the digital and changing world, mathematics schooling should strive for excellence. Computers are getting cheaper and more powerful, thanks to Moore's Law, which states that, the number of devices in a computer chip doubling every two years. Not only does microchip density increase exponentially, but so do processor speed, memory capacity, fuel efficiency, and bandwidth. As a result, literacy will play a critical role. Such changes necessitate a move away from competencies that compete with the capabilities of computers and forward talents that complement them.

Computers, on the other hand, create new occupations since they can supplement people's activities. However, the jobs created necessitate abilities that are distinct from those required for the old jobs. When we consider the role of mathematics in the modern age we can see that it is both omnipresent and invisible. Because mathematical is at the heart of what computers accomplish, its importance develops in tandem with that of innovation. Simultaneously, the all-pervasive mathematics is largely disguised in a variety of devices that serve as black boxes for their consumers. This leads to the perceived paradoxes that, despite mathematics' fundamental significance in our society, we rarely encounter it and only a few people appear to do it. Almost all of the mathematical processes covered in primary, secondary, and university education can be handled by computers, and are done so in the real world. This highlights a conflict between what is happening in society and what is happening in education. Almost uniformly in education, we utilize people to calculate". This is not to say that learning mathematics is no longer necessary; rather, what mathematics is crucial to know changes.

21st century abilities must be accepted as immediate future mathematics schooling objectives, with special focus paid to mathematics-specific types of reasoning and interaction. Also one of the purposes of mathematics education is to prepare students for math in the profession. The utilization of projects that reflect serious issues, mathematics that is emphasized as practical, and balancing conventional and noncanonical representations of mathematics are all issues at play here. One of the goals of mathematics education is to educate students for careers in which they will need to use arithmetic. Understanding the mathematics underpinning the mathematical work that computers take over is a key component of complementing computer work abilities. Choosing for 21st century abilities and high-level conceptual comprehension necessitates a large investment in teacher professionalization, curriculum development, and test development. General education must lay the groundwork for a wide range of levels and occupations. We believe that the emphasis should be on foundational education. Although there is a lot of overlap between work and everyday life preparedness, the latter should be given special emphasis. Self-reliance and consciousness in working with mathematics in everyday life, as well as active citizenship, are essential aims. Furthermore, all of the focus on mathematics with practical applications outside of school should not overshadow the necessity of pre-university training or the worth of mathematics as an element of our cultural heritage.