

# **Reflection on Implementing Geometric Intuition in the Junior High School Mathematics Classroom**

### **ABSTRACT**

As one of the core literacies emphasized in *the Mathematics Curriculum Standards for Compulsory Education (2022 Edition)*, geometric intuition has been widely valued in the current junior high school mathematics teaching. Based on the method of theoretical analysis, this paper analyzes the connotation of geometric intuition literacy combines it with the practice of current mathematics classroom teaching, and proposes four implementation strategies for geometric intuition literacy in junior high school mathematics classrooms, which are as follows: 1. Add operational practice to classroom teaching; 2. Provide thematic courses related to ruler drawing; 3. Reasonable use of modern educational technology to assist classroom teaching; 4. Organize special questions about charts to practice with students. These strategies can be used for reference by junior high school mathematics teachers in practical teaching.

*Keywords: Junior High School Mathematics; Core Literacy, Geometric Intuition; Teaching Strategies.*

### **1. INTRODUCTION**

*The Mathematics Curriculum Standards for Compulsory Education (2022 Edition)* (hereinafter referred to as the *Standards*) emphasizes that mathematical literacy is the basic literacy that every citizen in modern society should have [1]. As one of the core mathematics literacy in junior high school, geometric intuition can help students transform abstraction into intuition and quickly find ideas for solving problems, thus effectively improving problem-solving efficiency and laying a foundation for subsequent learning. Therefore, the cultivation of geometric intuition literacy is always an important issue that teachers need to pay attention to [2]. **If teachers want to implement geometric intuition effectively in the classroom, they must clarify the connotation of geometric intuition, understand the current teaching situation, and take**

reasonable and targeted measures to implement geometric intuition according to the above content. So what are the training requirements for geometric intuition? What is the current situation of mathematics classroom teaching? What measures should teachers take in teaching to effectively implement geometric intuition? This paper will analyze and discuss the above problems.

## 2. ANALYSIS OF GEOMETRIC INTUITION LITERACY

The *Standards* propose that geometric intuition literacy refers to students' awareness and habit of using charts to describe and analyze problems [1]. Among them, the requirements for students have the following four aspects:

First, *The standard requires* students to be able to perceive geometric shapes and their constituent elements and classify them according to their characteristics. The perceive refers to the process of a person processing the sensory information they get through feeling things, to obtain the knowledge and understanding of things. This is to require students to observe the graphics abstracted from the physical objects and be able to form a certain understanding of them and their constituent elements, and finally be able to distinguish the various elements that constitute the graphics. *At the same time, students are required to be able to feel the unique external performance of different graphics through direct observation, to distinguish between different graphics.*

Second, *The standard requires* students to be able to draw corresponding graphics according to language descriptions and analyze the nature of graphics. This requires students to accurately grasp the relevant concepts of points, lines, surfaces, angles, circles and other geometric elements, understand the true meaning of drawing language and learn the method of drawing with the ruler, draw corresponding graphs according to descriptions, and start from the basic facts to carry out in-depth learning of the nature of graphs [3].

Third, *The standard requires* students can establish the connection between shapes and numbers, to construct intuitive models of mathematical problems. The shapes refer to the intuitive geometric figures and graphic language in mathematics, and the numbers refer to the abstract mathematical language, symbols and quantitative relationships in mathematics. To establish the connection between numbers and shapes is to combine the abstract mathematical language with the intuitive graphic language so that they can represent and transform each other. Mathematical problems are the results of abstraction, and the intuitive models of mathematical problems are to visualize

abstract knowledge and simplify logical processes [4]. This requires students to understand the interrelationship between shapes and numbers, to be able to express abstract numbers with intuitive shapes and to master the idea of combining numbers and shapes to build visual models of mathematical problems [5].

Fourth, *The standard* requires students can use charts to analyze real situations and mathematical problems and explore ways to solve problems. The chart is a way to visualize data information, that is, to present the quantity and relationship of reality in the form of images and tables [6]. This means that students should be able to learn to observe and analyze charts, accurately understand the quantitative relationships, quantitative patterns and the meanings of quantities presented in the charts, explore the effective information in the charts, and then be able to understand and explain mathematical problems and their real-life scenarios, and ultimately explore problem-solving paths with the help of the information in the charts [7].

### **3. CURRENT STATUS OF TEACHING AND LEARNING**

#### **3.1 Teachers Focus on the Explanation of Knowledge and Ignore the Students' Practical Operation**

In the current mathematics classroom teaching, due to the limited class time, most teachers only pay attention to the explanation of knowledge points in this class, attach importance to students' memory of knowledge points, and ignore students' experience and perception of knowledge [8]. This phenomenon is especially reflected in geometry teaching. Due to the weak abstract ability of students in junior high school, students are more likely to accept things they can touch and prefer to operate activities. For the explanation of geometric figures, teachers mostly provide students with auditory or visual experience through language teaching or whiteboard demonstration, but neglect students' tactile experience. This does not allow students to truly experience knowledge, nor is it conducive to students' in-depth understanding and long-term retention of such knowledge.

#### **3.2 Students have Weak Hands-on Analysis and Problem-solving skills**

Most students generally believe that mathematics learning only needs to learn calculation, so students only have paper and pen to learn mathematics. They do not have a comprehensive understanding of the use of mathematical mapping tools such

as compass, ruler and triangle ruler, and do not pay attention to some problems that need to be solved by hand, so they often choose to avoid these problems. Some teachers do not pay attention to some hands-on teaching, such as ruler drawing, and only teach students roughly when they need to use them. As a result, the content of this part becomes scattered and complicated, which fails to effectively cultivate students' hands-on ability and hinders the development of students' mathematical literacy [9].

### **3.3 Teachers' use of Information Technology Tends to be formalized**

Most teachers already have the consciousness of information technology-assisted teaching, but they do not understand the use of information technology, which leads to their inability to use information technology reasonably. In actual teaching, these teachers only frequently use the display function of information technology, without really exerting the auxiliary value of information technology, which completely loses the original meaning of information technology-assisted teaching, making the use of information technology gradually tend to be formalized [10]. This is not conducive to the interaction between teachers and students, nor is it conducive to the real value of information technology in classroom teaching.

### **3.4 Some Teachers Give Priority to Teaching and Neglect Students' Practice in Classroom Teaching**

Influenced by traditional teaching, some teachers still focus on their own teaching [11]. For some math problems, teachers often focus on how to explain the method of solving the problem and rarely leave time for students to solve the problem themselves in class. Only by listening to the teacher's explanation in class without practising, students can't learn the ideas and methods of solving problems, and it is difficult to form the corresponding knowledge system, which will discourage students' enthusiasm for learning mathematics over time. Many students do not have the opportunity to try new methods and still stick to their original solutions, which may also lead to the narrowing of students' thinking perspectives.

## **4. TEACHING STRATEGIES FOR IMPLEMENTING GEOMETRIC INTUITION**

### **4.1 Add Operational Practice to Classroom Teaching**

This requires teachers to prepare geometric models for students in the teaching of graphics and geometry and lead students to directly feel the features and components of geometric figures through the operation and contact of geometric figures, to understand the relevant conclusions of figures and to form a perceptual understanding of geometric figures.

Theoretical analysis reveals that One of the requirements of the training in geometric intuition is to enable students to perceive geometric shapes and their component elements and classify them according to their characteristics. This shows that teachers who want to effectively implement geometric intuition need to allow students to process the sensory information obtained in their minds through the perception of geometric figures, and finally form certain knowledge and understanding. By providing practical operation activities for students, we can help students build a perceptual bridge between them and geometric figures so that they can perceive geometric figures, This is an important way for students to perceive geometric shapes and is valuable for the development of geometric intuition [12]. One of the current teaching situations is that teachers pay attention to the explanation of knowledge points but lack practical activities, which makes students lack perceptual understanding of knowledge and difficult to deeply understand knowledge. Therefore, teachers need to add operational practice in geometry teaching so that students can directly feel the features of shapes and understand the nature of shapes and finally enable students to perceive geometric shapes and their component elements and classify shapes based on observation, Only in this way can teachers effectively implement geometric intuition in their teaching [13].

#### **4.2 Provide Thematic Courses Related to Ruler Drawing**

This requires teachers to organize the teaching content of ruler drawing to set up thematic teaching, lead students to learn the method of ruler drawing, pay attention to the norms of ruler drawing, and personally experience the process of drawing so that students can understand the basic principles of drawing and learn the standardized methods of ruler drawing, to improve students' ability of ruler drawing.

After theoretical analysis, it can be known that One of the training requirements of geometric intuition is to enable students to draw corresponding figures according to language descriptions and analyze the nature of figures. The training requirement is to enable students to understand and learn the correct method of ruler drawing. One of the current teaching situations is that some teachers do not pay attention to the

teaching of ruler drawing, and the pertinence of students' ruler drawing training is poor, resulting in students' weak hands-on ability and unfamiliarity with the use of drawing tools and the process of drawing. Therefore, Teachers who want to effectively implement geometric intuition in their teaching should set up thematic courses related to ruler drawing to strengthen the training of students' ruler drawing, lead students to learn the method of drawing and understand the principle of drawing through the process of drawing, and finally draw corresponding figures according to the requirements and analyze the nature of the figures, Ultimately effective implementation of geometric intuition in mathematics teaching [14].

### **4.3 Reasonable use of Modern Educational Technology to assist Classroom Teaching**

This requires teachers to identify the advantages and characteristics of different educational technologies and use the most effective technological tools to assist teaching in different teaching places. Teachers can use computer graphics software to show the teaching of graphic changes for students and use multimedia technology to teach the combination of algebra and graphics, to give play to the real value of different educational technologies[15].

After theoretical analysis, it is obtained that One of the requirements of the training in geometric intuition is to enable students to establish the relationship between numbers and shapes, and to construct intuitive models of mathematical problems. To implement geometric intuition, students need to master the idea of combining numbers and shapes and understand the relationship between numbers and shapes, and teachers can intuitively show the relationship between numbers and shapes for students through information technology, which can effectively help students establish the connection between numbers and shapes[16]. One of the current teaching situations is that teachers generally have the awareness of information technology to assist teaching, but they can not reasonably use information technology to assist teaching so they do not effectively play the true value of information technology in classroom teaching. Therefore, the current practical teaching needs to pay attention to the rational use of modern educational technology, make use of the intuitive function of information technology to help students establish the relationship between numbers and shapes, and give full play to the maximum value of information technology so that students can learn to build intuitive models of mathematical problems and promote students' geometric intuition, making Geometric Intuition Effectively Implemented in Mathematics Teaching.

#### 4.4 Organize Special Questions about Charts to Practice with Students

This requires teachers to pay attention to students' practice of graph-type problems and sort out math problems that need to be solved by graphs for students to practice. In this process, teachers should lead students to analyze and understand different types of charts, so that students can understand the meaning of charts in the process of solving problems.

From the analysis, it is known that One of the training requirements of geometric intuition is that students can use charts to analyze real situations and mathematical problems and explore ways to solve problems. This indicates that implementing geometric intuition requires that students be able to appreciate the value of charts and use the information in them to understand and analyze mathematical problems. One of the current teaching situations is that teachers mainly teach in the classroom, and students have less time to practice, which makes students' thinking methods single and their sensitivity to the charts is not strong, it is difficult for students to deeply feel the significance of the charts. Therefore, to transform the current teaching situation and to effectively implement geometric intuition in teaching, current teaching should sort out chart problems, connect different types of charts and lead students to practice, develop students' ability to analyze charts and let students understand the value of charts in the process of mining chart information and finding the connection between charts and mathematical problems. Finally, students can analyze mathematical problems with the help of charts and find ideas for solving problems [17].

#### 5. CONCLUDING REMARKS

Geometric intuition literacy is one of the core literacies of junior high school mathematics. Teachers should clarify the training requirements of geometric intuition literacy in classroom teaching and adopt appropriate ways to ensure the effective implementation of geometric intuition literacy. To effectively implement geometric intuition literacy in classroom teaching, we believe that teachers should add operational practice to classroom teaching, provide thematic courses related to ruler drawing, reasonable use of modern educational technology to assist classroom teaching, organize special questions about charts to practice with students and so on. However, whether the above strategies are truly effective in teaching still needs to be verified extensively and over a long period.

## REFERENCES

1. Ministry of Education of the People's Republic of China. Compulsory Education Mathematics Curriculum Standards (2022 Edition). Beijing: Beijing Normal University Press, 2022.
2. Cao YY. Practical research on the Cultivation of Junior high School Students' Geometric intuition ability. Mathematics Teaching Communication, 2022, (14):48-49.
3. Lei YS. Analysis on the cultivation of geometric intuition ability in junior middle school mathematics teaching. Mathematics Learning and Research, 2023, (15):86-88.
4. Lin X. Junior high school mathematics permeates the strategy of combination of number and shape thought. Science and Culture Navigation (Middle), 2023, (10):67-69.
5. Bao JS., and Zhang JY. The third main manifestation of mathematics core literacy in junior high school is geometric intuition. Mathematics Education in China, 2022, (Z3):3-9.
6. He Y. Mathematical literacy popularizing method -- Thinking about the learning of "practical problems and one-dimensional equations" under the core literacy. Mathematics Teaching Communication, 2021, (35):14-16.
7. Li WG. Grasp the essence of Mathematics Reform from Seven Changes: A case study of the Elementary section of Compulsory Education Mathematics Curriculum Standards (2022 Edition). Basic Education Curriculum, 2022, (19): 12-20.
8. Yang ZJ. A practical study on the cultivation of junior middle school mathematics hands-on ability. Academy Education, 2021, (06):45-46.
9. Hou X. Research on the implementation status of "hands-on practice" in junior high school mathematics classroom teaching. Shenyang Normal University, 2016.
10. Guo Y., and She YX. Research on the application strategy of information technology in junior middle school mathematics classroom teaching. China New Communications, 2021, 23(04):230-231.
11. Wang JJ. Strategy analysis of improving the quality of junior middle school mathematics teaching. Mathematics Learning and Research, 2021, (12):31-32.
12. Fan YQ. Research on the application of "hands-on teaching" in junior middle school mathematics teaching. Learning Weekly, 2022, (36): 73-75.

13. Chen CW. A Practical Study on Cultivating Students' Hands-on Ability in Middle School Mathematics Teaching. National Common Language Teaching and Research, 2022, (09): 110-112.
14. Zhang F. Suggestions for teaching and implementing geometric graphing in middle school mathematics. Middle School Mathematics Teaching Reference, 2021, (05): 9-12.
15. Zhang HZ. Ways of using information technology to cultivate core literacy in junior high school mathematics. Hua Xia Teacher, 2023, (08): 15-17.
16. Wei L. A study of modern information technology to improve the effectiveness of junior high school mathematics teaching. Curriculum Education Research, 2019, (42): 36.
17. Zhao QH. Scientific application chart to carry out junior middle school Mathematics teaching. Middle School Times, 2014, (08): 133.

UNDER PEER REVIEW