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Mathematics in Early Childhood Education. Case: Initial Education and 1st Grade of Primary Education.

ABSTRACT

Understanding "mathematics in children" is a priority within the educational task, since this is an instrument in the constitution and formation of logical thinking in children, at this age it is acquired through observation, description, classification, seriation, comparison and the analogy, among other indicators. However, the way to understand and obtain knowledge is sometimes not effective, since Mathematics and childhood are two complex and divergent realities. If we then articulate mathematics with childhood, in order to try to understand what is called "Infant Mathematics", we are faced with a situation that has multiple, complex aspects that need to be approached from an integral approach in order to be able to emerge some responses demand from the educational system competence according to the level or modality as is the case of Initial Education and 1st Grade of Primary Education. To address "infant mathematics" a playful constructivist approach is required to understand the use of materials and games in the acquisition of mathematical abilities and skills from an early age. For this, a literary review is made of the factors, capacities, methodologies and contents that link the game in the process of teaching and learning mathematics; Furthermore, a series of sessions is proposed for a classroom, through different strategies, trying to reveal a logical and psychological significance of the subject for the student.

Descriptors: Mathematics, Early Childhood Education, Materials, Games.

Biographical Review: Dr. Carmen M. Marín Gómez. Specialist. Difficulty for Learning and Teaching in Basic Education. Master: Behavior Orientation. And Psychiatry and Mental Health. Dra Science of Education, Author of various national and international academic publications.