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Didactic Strategies Aimed At Teachers For The Construction Of Logical – Mathematical Notions In Initial Education

ABSTRACT

The development of mathematical thinking in boys and girls is a progressive process that is achieved through interaction with objects and materials, and understanding the changes that occur. Therefore, the objective of the research was to develop a plan of didactic strategies aimed at teachers for the construction of logical-mathematical notions in the San Miguel Initial Education Center, Municipality of Rómulo Gallegos, Cojedes state. The constructivist principles of learning, Ausubel, Bruner, and Vygotsky are taken. The methodology focused on transformative action-participatory research, social actors made up of ten (4) teachers. The technique used was the interview, with a semi-structured interview guide as an instrument. Among the findings, it was stated that teachers are unaware of the characteristics and processes of logical mathematical thinking, and they also use few strategies to promote these processes. Within the reflections, it was achieved through joint work to minimize the insufficiency of didactic strategies so important in the logical mathematical process, resulting in interactive and meaningful learning for the girls and boys of Initial Education

Descriptors: Didactic Strategies, Construction of logical notions - mathematics Initial Education

Biographical Review: Graduate in Initial Education, specialist in Initial education UNEM. Performance as a pedagogical advisor, teacher with management function.