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**Conceptions of 5th And 6th Grade Teachers of Primary Education Regarding the Teaching Of Geometry**

**ABSTRACT**

A conception according to Rosental and Iudin (1985, 74) is "a set of principles, opinions and convictions that determine the line of activity and the activity that an individual, social group, class or society as a whole maintains towards reality"; It is a complete, complex and amalgamated system formed by experiences and scientific knowledge that individuals acquire and manifest in their daily activities consciously and unconsciously. In this sense, the research proposes an approach to the conceptions of 5th and 6th grade teachers regarding the teaching of geometry, allowing first-hand knowledge through in-depth interviews applied to the educators selected as key informants. this range of aspects that influence the development of teaching and learning processes, based on qualitative research under the interpretive paradigm, with a hermeneutic phenomenological approach, carried out in the primary education institutions that make up Rural School N° 374 in the Unión municipality, aimed at determining the meaning and pedagogical importance of the phenomena that occur daily in learning environments. The results and findings obtained were triangulated and analyzed hermeneutically, focusing on a series of suggestions, concluding that teachers' conceptions significantly influence the geometry teaching process.

**Descriptors:** Geometry, conceptions, teaching, learning.

**Biographical Review:** Jaime Daniel Álvarez García. Teacher with supervisory role, Masters in Mathematics Education with a mention in Mathematics Teaching, Specialist in Educational Management and Supervision.

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