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Creative Pedagogy for Teaching Basic Arithmetic Operations

ABSTRACT

The general objective of this research was to propose pedagogical actions for teaching basic arithmetic operations of mathematics in the Liceo Bolivariano “San Fernando”, located in the municipality of San Fernando, Apure State. The research was developed under a positivist epistemological paradigm with a quantitative approach. The theories on which the research was based are specified: Vygotsky's Theory of Social and Linguistic Constructivism (1978) and Brousseau's theory of Didactic Situations (1986). Methodologically, the research was developed with an essential framework of feasible project design, based on field research and a descriptive level. Next, a population and census sample made up of 8 (eight) teachers were taken into account, to whom a survey and later a questionnaire. The validity of the research was subjected to Expert Judgment, with reliability based on Cronbach's Alpha. Likewise, the data were analyzed and interpreted through Percentage Tables. In fact, as a basis for the results, healthy techniques must be incorporated and implemented in pedagogical actions that allow students to consolidate their knowledge about the basic arithmetic operations of mathematics. Finally, the need to empower teachers towards mathematical knowledge is taken into account, taking into account the aspects they must know to know mathematics in its fullness.

Descriptors: Creative Pedagogy, Teaching, Arithmetic Operations, Basic Mathematics, Creativity and Innovation, and General Secondary Education.

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