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Pedagogical Mediation for the Development of Logical Mathematical Thinking in Initial Education

ABSTRACT

The purpose of this study was to generate a theoretical approach to pedagogical mediation for the development of mathematical logical thinking in the "Juan Ángel Bravo" Bolivarian Early Education Center in the Rómulo Gallegos municipality of Cojedes state. Methodologically, it was guided from a qualitative perspective. His approach was based on the interpretive paradigm. The phenomenological-hermeneutic method was used; participant observation and semi-structured interviews with open questions were used as techniques, with the field diary as an instrument. The unit of analysis was three (3) teachers. The information resulting from the interview and observations were categorized, structured and triangulated, this with the purpose of obtaining the interpretation of the reality under study, which allowed progress in the description, understanding and interpretation of said reality, and constituting the architecture theoretical approach to pedagogical mediation for the development of logical mathematical thinking from Early Education. Among the most relevant findings, it was found that even when the teacher has knowledge of the elements of planning and its importance, they stated that they do not include in all strategies for the development of logical mathematical thinking, on the other hand, weaknesses in the pedagogical mediation of the notions of logical mathematical thinking based more on the learning of number, downplaying the processes of classification and serialization. As a reflection, the vindication of the role of the mediator must start from its integration with the training and research process. Furthermore, it is essential to develop mathematical notions in initial education.

Descriptors: Pedagogical Mediation, Logical Mathematical Thinking, Early Education Teachers.

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