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Didactic Unit to Optimize the Teaching of Whole Numbers in General Middle Education

ABSTRACT

In the present investigation, a series of practical activities was developed to involve students in learning integers; This research is field research and has a descriptive nature, based on the theory of meaningful learning with the purpose of validating a didactic unit for teaching integers in first-year high school students. In this sense, the sample used was 72 students, and the methodology was divided into 4 phases: diagnostic: applying a questionnaire to the students to detect the strategies used by the teacher and another to evaluate their initial learning level (Pre-test), the design phase: where the teaching unit was developed and the most convenient strategies were adapted, the application phase where the 8 class sessions were developed and finally the evaluation phase: where a post-test was applied to the students. students and a questionnaire to the teacher of the area to evaluate the respective teaching unit. The data were treated through descriptive analysis using a distribution of absolute and percentage frequencies, obtaining favorable results in favor of the use of the didactic unit to strengthen the significant learning of the numerous integers in the students. Among the conclusions derived are that the use of the teaching unit facilitates the teacher's daily planning, creates an environment of participation and productive dialogue, generates greater enthusiasm, confidence and mastery of the contents.

Keywords: Didactic unit, mathematics, integers, meaningful learning, secondary education, teaching.

Biographical Summary: Master in Mathematics Education with a mention in Mathematics Teaching UCLA-Unexpo-Upel. Hourly teacher in the area of Mathematics.