

IMPACT OF APPLYING METHODS OF ACTIVE LEARNING ON GEOMETRY TEACHING IN PRIMARY SCHOOL

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Teaching that is uniform, schematized, and directed to “average” student, assumes equal abilities of all students in the classroom. Such approach in teaching proves to be too difficult for some students and too easy for the others. For majority of students it is not efficient, and it does not stimulate any group of students in their development and advancement.

Active learning is a project that was initiated in 1994 by a team at the Institute for Psychology (Faculty of Philosophy in Belgrade) in cooperation with UNICEF Office in Belgrade. It is an original concept, established on theoretical assumptions and practical efforts of transforming traditional teaching into active teaching, i.e. the teaching in which both student and teacher have active roles.

The paper studies the impact of applying methods of active learning on teaching differentiated geometry contents and its contribution to improvement of primary-school mathematics learning. It is based on research conducted by applying these two systems, system of active learning and system of content differentiation in primary mathematics teaching. The objective is to determine the influence of applying the methods of active learning on differentiated geometry contents in relation to quality, extent and retention of students' knowledge in primary mathematics teaching.

References

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