

## **Constructivist strategies in teaching mathematics to children**

---

SABINA WIERUSZEWSKA-DURAJ\*

\*Siedlce University of Natural Sciences and Humanities, Faculty of Pedagogy, Siedlce

Constructivism emphasizes the process, not the outcome of education. It is emphasized that the child's extracurricular knowledge must be used in the teaching process. The key thesis is the inability to convey mathematical knowledge through even the best demonstrations and verbal explanations. A child may know what is being shown to him, he may know all the words used by an adult, but if he does not have the appropriate previous experience and his mental development has not yet reached the necessary level, no explanation will be enough to understand and assimilate new concepts for him. Mathematical knowledge is also not created by association, by associating what the student sees with words or symbols, although such a belief was widespread in the nineteenth century and still manifests itself many times today. Mathematical knowledge is created in the child's mind as a result of a long-term process in which the basic role is played by activities performed independently (such as, for example, counting objects, arranging tokens to represent people or things referred to in the arithmetic task, playing in buying and selling, matching cut geometric figures to each other). Every child has to go through this journey personally. It is not enough that he looks closely at the actions of someone else.