Abstract

The goal of the present work is to develop some strategies based on research in neurosciences that contribute to the teaching and learning of mathematics. The interrelationship of education with the brain, as well as the relationship of cerebral structures with mathematical thinking was discussed. Strategies were developed taking into consideration levels that include cognitive, semiotic, language, affect and the overcoming of phobias to the subject. The fundamental conclusion was the imperative educational requirement in the near future of a new teacher, whose pedagogic formation must include the knowledge on the cerebral function, its structures and its implications to education, as well as a change in pedagogy and curricular structure in the teaching of mathematics.

Keywords

Strategies, Brain, Neurosciences, Mathematics.