Abstract
In this study we analyze the application of the reflective learning during initial formation mathematics teachers. This model is based on the sociocultural theories of the human learning and assumes that the interaction and the contrast make possible the coconstruction and the active reconstruction of knowledge. In order to make the study, it was left from a sample of 29 teaching students. The qualitative analysis allowed to identify factors that facilitate the incorporation of the reflective learning in university teaching, as well as the degree of effectiveness of this model to learn to teach mathematics.

Keywords
Mathematics education, teacher training, reflective learning, learning community, professional skills.