Abstract

The work begins showing the relation that was settled down among the philosophy of the science, the psychology of the learning and the didactics of the sciences, that takes to the consolidation of the this one, in particular, with the studies of the alternative conceptions. But the students' difficulties can't be reduced to the alternative conceptions. For that reason the concept of learning difficulties should be extended and difficulties owed to the reasoning of common sense should be included in that concept, as well as the negative attitudes of students. Consequently, an exclusively conceptual change doesn't take into account these new difficulties and so, other types of changes are necessary. But there is some terminological misunderstanding about the changes that we try to clarify in this article.

Keywords

learning difficulties; conceptual; methodological and axiological change.