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Day to day of creating mathematical concepts in early education

Learning mathematical concepts by younger students is a daily process of the cognitive socialization of the mind. Essential for this process are, among other things: ways of constructing cognitive situations by the teacher, their verbal and non-verbal signals, the type of interaction they have with the students and the day to day class space. Early mathematics education creates a context for learning the opportunities to use the knowledge, depending on the way mathematical meanings function in the mind of the individual. Identifying the characteristics of everyday early mathematics education allows for a deeper understanding of school contexts of anchoring mathematical meanings in the minds of the youngest pupils, as well as the and interpretation of the features of these meanings.

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