

## **Manuela Moscucci**

### **About the relation between relationships and teaching and learning mathematics**

Mathematics education is a very rich field of research. Even if there is a such quality and quantity of valuable research, the difficulties that students encounter in learning mathematics at school are widespread. This not only causes discomfort in children and young people, but also causes frustration in mathematics teachers. Moreover, one has to consider the social damage that results from it. In fact, due to difficulties in mathematics in secondary school, many young people are deprived, firstly, of the opportunity to acquire skills in mathematics, and secondly, of the choice of pursuing degree programs that provide math courses.

The author has accepted, since the early 2000s, the invitation of eminent mathematics education scholars to address part of the researchers' efforts to overcome the disconnection between scientific research in mathematics education and mathematics teaching practice. The aim of this presentation is to submit an approach to the problem of difficulties in mathematics consistent with this objective. In particular, the author will deal with the issue of relationships both in mathematics education research, shown in various meanings, and in mathematics classroom practice. Moreover, an educational path, MBSA, will be presented, which is designed for the restructuring of the relationship of a person with mathematics, and which is widely used during both math courses, in every levels of education, and mathematics education courses, addressed to either future teachers of mathematics or ones already in service.

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