



Afectividad en la educación matemática: el caso de la ansiedad por las matemáticas [

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text (article)

Analítica

Is presented a state of the art in which were reviewed some of the causes that have been associated with the problem of persistence of difficulty in the process teaching learning of the basic school arithmetic, finding that the effects that cause about the teacher's practice the affective component to know, believes, emotions and the attitude of teachers towards math deepen branches that carry on the lost of like for math knowledge and continue limiting the access of professional careers that contain biggest components of formation in math contents. It was found that, if the affective component of teachers is negative, it is possible that their self-efficacy decreases considerably causing anxiety about math which possibly is inherited to their students, those who experiment phobic for math and their knowledge will be negatively impacted, generating a reduction in achievement. The results in this constitute a call to the investigators to contribute to this case of study, systems of categories of analysis based in theoretical approaches, system of emerging categories based on situated studies, research methodologies systems, among others. We are facing scenario that calls for research and to the interdisciplinary cooperation of education investigators and in math education

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