ABP como estrategia para desarrollar el pensamiento lógico matemático en alumnos de educación secundaria [

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text (article)

Analítica

In the latest PISA assessment conducted in Mexico (2015) , the third graders of high school,on average, were located on level two " students can interpret and recognize situations in contextthat require only direct inferences " by what the research project proposes to implement strategiesto achieve the level IV on mathematics skills specified by PISA. This level considers " studentsare able to work effectively with explicit models for complex concrete situations" favoring themathematical logical thinking of students.The research was conducted with 60 subjects from 14 to 15 years attending the TechnicalSecondary School No. 78 " Dr. Guillermo Massieu Helguera", in the Municipality of Chimalhuacánin the State of Mexico. The sample is not random without randomization with an intact groupwith pretest and posttest. It is an exploratory quantitative research scope. The purpose is to makea first approximation to obtain data to meet and propose inputs and strategies that support thedevelopment of mathematical and logical skills of abstract thinking.Implementation of an instrumental design considering the strategy of problem-based learning,which can generate significant new knowledge was resulted that the strategy implemented 92.4 %of students used the knowledge gained to select viable alternative solutions to problems, 73.3 %established relationships between variables of a problem using mathematical language and 66%through language could pose a problem for algebraic solution. The results are considered relevantbut are not representative
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