



# Aprendizaje Significativo Mediante la Contextualización de los Saberes en el Área de Matemáticas y Física [

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text (article)

Analítica

This article provides an exhaustive review of the teaching-learning processes of the experimental areas, making a critical reflection on the way of imparting the knowledge of these subjects considered as the pillar of the cognitive development of the human being. Recognizing that the universe is full of enigmas, many of which have been explained or supported by the disciplines of knowledge, mathematics and physics that are present in human endeavor and in the explanation of certain phenomena that govern nature; Accordingly, relevant aspects to be taken into account as methodological strategies of meaningful learning by David Ausubel will be mentioned, showing that the implementation of knowledge in everyday life generates lasting learning. Analysis that argues that in many institutions they guide classes theoretically, leaving aside the contextualization of knowledge and are based only on the use of concepts. In this sense, teaching processes must be oriented from the contextualization of their contents with the objective of generating significant learning that contributes to the development of cognitive skills by motivating the student to question their knowledge and self-evaluate the level of their knowledge through metacognition

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