

MATHEMATICAL COOPERATION BETWEEN A SCHOOL AND A KINDERGARTEN – A LESSON FOR ALL

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Abstract:

Each day our society faces new challenges due to constant changes and the fast development of technologies. So it is important to teach children skills needed to meet such challenges. Peer cooperation is used to encourage children to learn together and from each other and thus to develop and strengthen their relationships, tolerance, group belonging as well as to create conditions for reciprocal learning. If such cooperation is based on pupils' own initiative, it is easier to achieve the goals.

There is a group of pupils in our school who really like mathematics and show great interest in it or are even mathematically talented. The aim of planned activities is to maintain such interest in mathematics and create stimulating and creative learning environment enabling them to develop their talents in accordance with their abilities. These activities were intended to research the characteristics of triangles, quadrilaterals and polygons. Pupils use the acquired knowledge to prepare didactic material to discover patterns and geometric shapes for the first-year pupils and kindergarten children as well as to organize a mathematical workshop. This peer cooperation enables them to share their interest in mathematics with younger children, who discover the world of patterns and geometric shapes in a playful way.

Such activities enrich also school and kindergarten teachers since they needed to cooperate in the process of planning and implementation, to adapt to each other, to exchange and coordinate different opinions and ideas leaving safe and isolated environment of the individuals in order to enter a team. All with the aim to offer the pupils the best.

Keywords: peer cooperation, cooperation between school and kindergarten teachers, reciprocal learning, inquiry-based learning, mathematics