Matematikai problémák kategorizációja[#]

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Abstract: What could be the explanation for the student's poor performance at mathematic courses, although they experience over 200 classes per year, more than included in the Japanese curricula? These bad results could be attributed to the scholastic overload, but seems more likely to be caused by practice of unnecessary skills, abilities and operations. If there is a lack in the monitorization of practice or the interest shifts to the practice of subsymbolic operations, the students easily develop wrong skills, false believes or inappropriate habits. The present study is based upon an independent group quasi-experimental design with sixth graders, which investigates the effect of categorization on problem solving using "trickery" and traditional mathematic problems. The results represent further evidence for the independent functioning of associative and metacognitive thinking systems, which are in permanent competition for the control of cognitive processes.
Keywords: mathematical problem solving, categorization, metacognitive processes, transfer