

## INTERACTIVE STRATEGIES IN THE INITIAL MATHEMATICS EDUCATION

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### Abstract

New contemporary models of teaching work include the application of many instructional strategies, aimed at developing interest, motivation, critical attitudes, and creativity of pupils. And modern teaching mathematics is no exception to this. It implies that education is not aimed to be given final definition, theorems, formulas to the pupils, but contrary, by the mathematical structures, encourage the development of the mental powers of the child, foster creativity, creating. This is because, each person engages mostly in their own learning, only, when learning is a challenge for him, when with interest and critically approach to the new information. Only in that situation the pupil will arise the feeling of satisfaction, fulfilment, and he will be ready to take responsibility for their own actions and works. The teaching strategies which are used in contemporary mathematics education, make possible acquisition of so-called methodological knowledge or as it is also called knowledge for knowledge, to know how to explore, to create, to make, to be working. What strategies applied by the teacher in the implementation of the content in initial mathematics education in different models of teaching/educational work? The answer of these and other closely related questions will be subject to the elaboration of this paper. Also, we present the same examples for the application of some of the dynamic strategies. We hope that the elaboration of this paper will contribute to the enrichment and improvement of pedagogical theory and practice of the initial mathematics education.

**Keywords:** *methodical approach, dynamic strategies, initial mathematics education, teachers*