

INVESTIGATING FIFTH GRADE STUDENTS' PROCEDURE FOR CREATING THE CONCEPT OF PRIME NUMBER BY RBC+C

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Abstract

The aim of this research was to examine the process of forming the prime number concept of the fifth grade students. In the study, case study was used from qualitative research models. Three different activities were organized to examine the process of creating students' concept of prime numbers. In the research, fifth grade students formulated the prime number information they had never learned before, and examined the RBC + C abstraction model, ie, observable four different cognitive actions, and investigated how the learning process progressed. The study was carried out with two groups of students with three different mathematical achievement levels from the fifth grade A and B branches attending public schools in the province of Ayař in Ankara in the academic year of 2017-2018. As a means of collecting data in the survey, participants used written documents, researcher notes and voice recordings that they used effectively. A descriptive analysis of the students' knowledge creation processes was made with the help of the data obtained from these sources. In the study, students with high mathematical achievement were found to be able to construct the prime number concept faster and more practically than the others.

Keywords: Abstraction, prime number, RBC+C.