

TEACHING OF HIGH SCHOOL FUNCTION CONCEPTS FROM THE PERSPECTIVE OF LOGICAL REASONING LITERACY

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ABSTRACT

In the past, most of the research on the concept of functions in high school was from the perspective of mathematical abstract literacy. It is undeniable that for students who have just entered high school, the concept of functions is abstract and difficult to understand. However, if we follow this process to teach the concept of functions that start from the facts, carry out inductive reasoning from the special to the general form, so as to obtain the concept, the teaching of functional concepts can not only develop students' logical thinking, but also cultivate students' ability to solve problems. Based on this step, this paper carries out the teaching design of function concepts, in order to combine core literacy of logical reasoning with function concept teaching in the overall design and reflection.

Keywords: Logical reasoning literacy, The concept of functions, Conceptual teaching.