

**Anthropological Theory of Didactics and the Probability of the
Constructivist Approach Being a Solution to the Common
Mistakes Made in Mathematics Lessons****Murat Tezer¹ and Meryem Cumhuri²***Near East University, Education Faculty, Department of Mathematics Education,
Lefkosa, Mersin 10, Turkey 99138
Telephone: +903922236464/110**E-mail: ¹<murat.tezer@neu.edu.tr>, ²<meryemcumhur1983@gmail.com>***KEYWORDS** Constructivism. Mathematics. Problem-solving. Misconception

ABSTRACT In the anthropological didactic teaching method, knowledge is passed to the students through individuals and institutions, which generates problems that may result in multiple misunderstandings in mathematical teaching. These misconceptions become apparent in mathematics lessons as common mistakes. The purpose of this study is to identify teachers' views regarding the common mistakes made during problem-solving in mathematics and whether the constructivist approach is thought to be a solution. The study group consisted of 30 primary school teachers teaching in both state and private schools in Northern Cyprus. The data of the current study was collected through face-to-face interviews with those teachers. All the teachers who participated in the study had supportive and positive answers concerning the common mistakes made during problem-solving in mathematics and considered that the constructivist approach could be a solution.