

Foreword Professor A.N. Kritschewetz

Christel Manske addresses her book to educators who work with children who fail in mathematics lessons and also with children with Down syndrome and dyscalculia.

It is not a problem that some children dislike mathematics.

The problem is that many children do not get the opportunity to learn math lessons in such a way that they enjoy it.

There are more and more children who fail in mathematics lessons at school.

The author wants to do justice to these children with this book.

Compared to the past, there are fewer objects and causal relationships for the children in the modern world.

The children are increasingly experiencing the world on screen today.

As a result, the time gap between children's aims and the fulfilling of these is shortened through the use of tablets.

In principle, the media pretend to do the work that the children of earlier generations had to do to lay the foundations for the systematic learning of mathematical operations.

The constant lack of object-related, proto-mathematical activities means that mathematics is only experienced by children on the formal level.

There are children for whom this formal number is hardly attainable.

But there are also children who are quite capable of understanding numbers without objects.

The formal learning processes are based on highly technological systems.

These are integrated everywhere in everyday life.

However, the formal learning processes are currently unknown to many educators.

The question whether we accept these huge cultural changes and modify the mathematical education in schools and universities, remains open.

I think that many children do not have the opportunity to meet mathematics in such a way that they can fall in love with this science.

As a result, we may not have enough mathematics experts in the future to ensure the proper functioning of social systems in modern societies.

Whatever happens, the book by Christel Manske offers the opportunity to fill this gap.

It provides an adequate teaching model that aims to provide all children and educators with meaningful access to proto-mathematical math.

The ethical teaching of mathematics guides educators and children through the "main entrance" into the world of responsible use of mathematics.

In this day and age, the awareness of the mathematics teacher fades for their meaningful task.

Many children are less and less aware of the meaning of mathematics education for their lives.
There is a danger that the importance of mathematics for a humane society may be too late or unrecognized
by the technicians of social systems.

A.N. Kritschewetz

Dr. Mathematics, Dr. Philosophy, Prof. Dr. Psychology of the Moscow State University