

DIFFERENT APPROACHES IN EUCLIDIAN GEOMETRY

Seyfullah HIZARCI*, **Şükrü İlgün & Suheyla Elmas**

*Atatürk University K.K Education Faculty Mathematic Department Erzurum/Turkey

*Kafkas University Education Faculty Mathematic Department Kars/Turkey

*Kafkas University Education Faculty Mathematic Department Kars/Turkey

ABSTRACT

Usually the evaluations at the end of the geometry education are, aimed to measure geometric knowledge and ability. But in this study we tried to investigate how the geometric thinking should be, which is more important than knowledge and ability. Teaching at this direction we aim; improving attention, imagine, creative and criticizing thought, with additional geometric drawings agility, different perspectives and relating between forms. The main objective is focused on geometric thoughts improvement in geometric knowledge and ability. At this direction some geometry questions have been solved, without changing their data's, but putting them to different geometric thought base. With these solutions some activities were presented about degree, length, domain and circle to find answers of the following questions "How should the geometric thought be? How should it be improved?"