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Learning Mathematics through GeoGebra Software (Construction of Concepts and Application with Understanding)

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Abstract - This study explores the use of GeoGebra software as a dynamic tool for enhancing students' mathematical learning, with particular emphasis on the construction of concepts and the application of knowledge with understanding. Grounded in constructivist and visual-representational learning theories, the approach integrates interactive geometric, algebraic, and graphical representations to support deeper conceptual development. Through guided exploration, manipulation of mathematical objects, and real-time feedback, learners are encouraged to form connections between abstract ideas and their visual models. The use of GeoGebra further promotes active problem solving and meaningful application of mathematical concepts in varied contexts. Findings suggest that integrating GeoGebra into instruction not only strengthens students' conceptual comprehension but also improves engagement, motivation, and the ability to apply mathematical principles flexibly and accurately. The study underscores the potential of technology-supported learning environments to enrich mathematics education and recommends the strategic incorporation of GeoGebra in classroom practice.

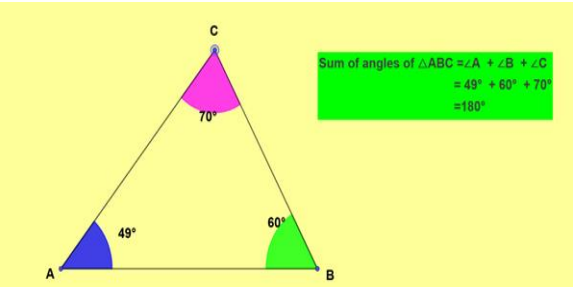
Keywords - GeoGebra, Mathematics learning, Concept construction, Conceptual understanding, Dynamic geometry software.

I. INTRODUCTION

Mathematics is a subject that students either start liking or avoiding entirely. The reason is that mathematics is not just playing with numbers and symbols,but a vast world of ideas, relations, and logical thinking. When this world is limited only to formulas and blackboard drawings, students drift away from its real meaning.But when the same world appears in front of their eyes — moves, transforms, and responds — mathematics becomes a lively experience. This change has been brought by GeoGebra.

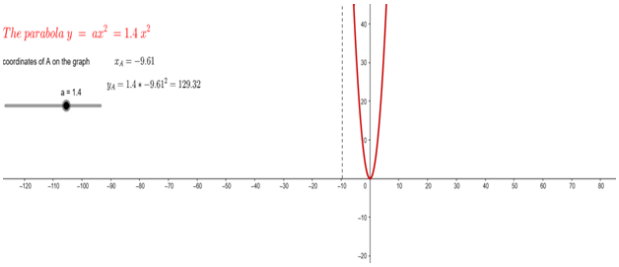
GeoGebra doesn't just explain mathematics; it shows it, moves it, and allows students to interact with it. Concepts that once took months to understand can now be visualized and learned within minutes, because students see mathematics happening right in front of them.

For example, when teachers verbally explained that "the sum of angles in a triangle is always 180°,"students believed it but could not experience it. However, in GeoGebra, when teachers create a triangle and drag any vertex, students observe that the triangle changes shape but the sum of all angles always remains 180°. This visual learning makes the concept permanent.

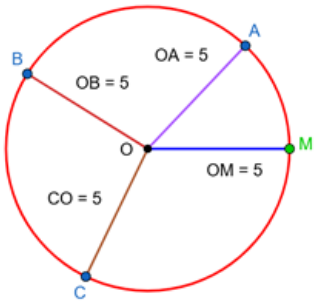


Similarly, if a child cannot understand the graph of a parabola, then typing "$y = ax^2$" in GeoGebra instantly shows a beautiful curved graph. When the value of "a" changes, the graph stretches or compresses, and

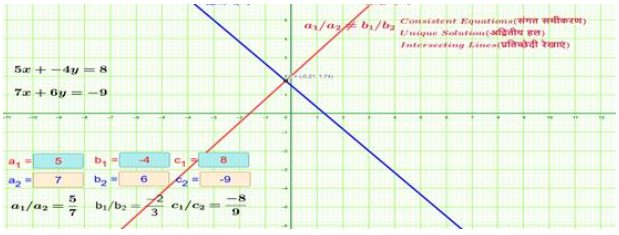
students understand how even a small number can change the entire structure. They say, "Yes! Mathematics is actually very easy."



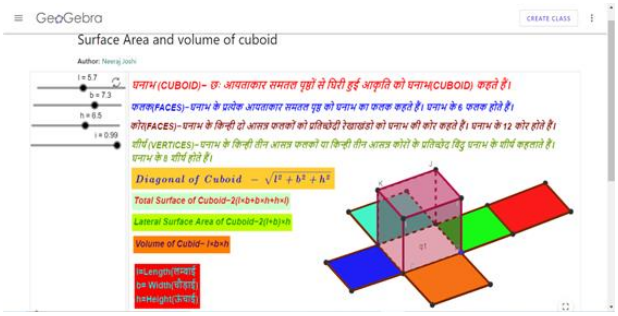
Many such examples make learning enjoyable. Students often wonder how the distance of a point from the center remains constant in a circle. But when teachers draw a circle in GeoGebra and drag any point on its boundary, students clearly observe that the distance remains the same. This experiential learning removes confusion and builds clarity.



A big advantage of GeoGebra is that it connects algebra and geometry together. Earlier, students studied equations and graphs separately. For example: The equation "5x -4y = 8" and "7x +6y = 9" was just an algebraic expression. But when the same equations are entered in GeoGebra, a straight-line graph instantly appears. Students then move the graph, drag points, and understand that this is the visual form of a linear equation.



Now look at 3D visualization. Earlier, creating prisms or pyramids on the blackboard was only imagination. But GeoGebra brings them to life as rotating, scalable 3D objects. Students can view edges, faces, and vertices, making spatial understanding stronger.



GeoGebra also teaches problem-solving creatively. When students calculate the distance between two points, they do not just perform a formula-based calculation—they explore how distance changes, which point moves closer, and how to correct errors. This brings scientific thinking: observation, analysis, correction, and conclusion.

For teachers, the software saves time. A diagram that once took 10 minutes to draw on the board is created in a single click in GeoGebra. Teachers can present complex ideas interactively, making the class engaging. According to NEP 2020, education must develop skill-based learning. GeoGebra supports this by building digital skills, mathematical modeling, graphical interpretation, data handling, and technological understanding.

Thus, GeoGebra has introduced a new mindset in mathematics teaching. It brings mathematics from the pages to the screen — and from the mind to experience. It makes learning enjoyable, practical, and exploratory. With GeoGebra, mathematics becomes not just a subject but a skill, an experience, and a journey.

II. CONCLUSION

The integration of GeoGebra into mathematics instruction significantly enhances students' ability to construct concepts and apply them with deeper understanding. By providing dynamic, interactive representations of mathematical ideas, GeoGebra

supports learners in visualizing relationships, exploring patterns, and making meaningful connections between abstract concepts and real-world applications. The software encourages active engagement, independent discovery, and critical thinking—elements essential for developing strong mathematical reasoning. Overall, the use of GeoGebra enriches the learning environment and offers a powerful tool for promoting effective, student-centered mathematics education.

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