TEACHING MATHEMATICS DURING THE PANDEMIC: STUDENTS' AND TEACHERS' PERCEPTIONS OF THE TASK CONTEXT

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The global COVID-19 pandemic has affected the educational system around the world, which has led to an increase in scientific papers dealing with the implementation of online models in emergency situations. This research used a combined *mixed* method to examine the experiences of students, classroom teachers and mathematics teachers, in aim to identify the teaching topics of mathematics which students and teachers considered the easiest when solving tasks during online teaching, as well as those which were considered the most difficult. The assumption was that in the teaching process, the biggest problem occurs when solving text tasks with a real-life topic, and that this problem is directly conditioned by the degree of use of text tasks with a real-life topic by the mathematics teachers. For the purposes of the research, two (semi)structured questionnaires were constructed. The research was conducted during May 2021 and February–March 2023. The research sample consisted of students, classroom teachers and mathematics teachers from 13 schools in the territory of the Republic of Serbia. The research results show that students found tasks with a theme from life most difficult in the field of geometry, and the easiest in the field of arithmetic. According to teachers, the reason for this are the didactic-methodical limitations they encountered while teaching in the online space.

Keywords: pandemic, online teaching, task context, students, teachers.