Summary: The present work aims to investigate how the brain processes fractions, whether symbolic or not. Recent studies are beginning to clarify the neurological mechanisms underlying this process. They demonstrate that fractions are not only mental constructs, results of considering them as the ratio between two whole numbers, but are given intuitively, that is, they are innate representations. It is investigated how these results can be translated into the light of the history of mathematics, showing how the neurophysiology of the processing of fractions influenced the historical evolution of this mathematical concept. The pedagogical importance of these results is emphasized. The pedagogical importance of these results is emphasized.

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