



Análise da compreensão de licenciandos em Matemática sobre o ensino via resolução de problemas [

2020

text (article)

Analítica

The aim of the article was to analyze the understanding of undergraduate students in Mathematics to approach, in the classroom, the teaching-learning of Mathematics via problem solving. We carried out a descriptive study of a qualitative nature in which 18 undergraduate students who were enrolled in the fourth year of the course Degree in Mathematics at a public university in northern Paraná participated in a training course consisting of discussions promoted from theoretical classes and the development of a practice based on the teaching actions proposed by Proença (2018). The results showed that the participants, at the beginning of the course, were unaware of teaching via problem solving, indicating only the use of everyday problems. After the course, the results showed that the action of choice of problem to be introduced in this teaching was considered the most important, followed by the action that implies the help of the teacher to the students when they try to solve the problem. Keywords: Initial Formation. Mathematics. Teaching.Problem solving

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Editorial: 2020

Documento fuente: Educação Matemática Debate, ISSN 2526-6136, N°. 4, 2020

Nota general: application/pdf

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Lengua: Portuguese

Enlace a fuente de información: Educação Matemática Debate, ISSN 2526-6136, N°. 4, 2020

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