



Análise do conhecimento de professores recém-formados sobre o ensino de matemática via resolução de problemas [

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text (article)

Analítica

The article aims to analyze the knowledge of newly graduated teachers of Mathematics Degree courses on Mathematics teaching via problem solving. The participants were 10 newly trained teachers from three public universities in the state of Paraná, who answered an online questionnaire. The results showed that, in general, the participants have adequate knowledge about solving a problem and identifying a work that does not correspond to teaching via problem solving. However, only four participants were able to describe what teaching would be via problem solving. In addition, the results showed that only 43% ($n = 7$) of them were able to point out the totality of actions necessary for the referral of this teaching in the classroom. We conclude that the knowledge about teaching via problem solving of most of these newly graduated teachers has yet to be developed

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