



Algebraic thinking in Elementary School: the perception of regularities and relational thinking [

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text (article)

Analítica

With this study, we proposed to map and discuss the Brazilian academic research that has as its object of study the development of Algebraic Thinking in Elementary School in the interstice from 2017 to 2023. The methodological approach employed is qualitative, of the mapping typology. The results reveal a growing body of research involving algebraic thinking in the context of the initial and continuing training of teachers who will teach and who teach mathematics in Elementary School, so further analysis of future research is needed to try to identify these realities, perhaps looking at the curricular components studied in the initial training courses and the profile of this teacher who will arrive at the school and also the courses offered to teachers who have already joined a school unit

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