

THE PERCEPTION OF MATHEMATICS TEACHERS ABOUT THE TEXTBOOK AND THE MMM

Abstract

With this article, we aspire to discuss how Math teachers in the state of São Paulo understood the Modern Mathematics Movement. One way through which such appropriation took place was via textbooks. Therefore, we will discuss some nuances of this appropriation using the methodology of Oral History. It is acknowledged that the first deep discussions about Brazilian school Math took place at the National Congresses of Math Teaching in the 1950s. The teacher's narratives indicate motivation towards the Modern Mathematics Movement and that the use of textbooks was crucial so that changes could effectively occur, even though many articles stress that the initial motivation for the Movement was the preparation of freshmen in universities. Academically, we aspire that this article may contribute to the fostering of Math teaching and also to inspire new research.

Keywords: *History. Modern Mathematics. Textbooks.*