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THE CONSTITUTION OF KNOWLEDGE TO TEACH ARITHMETICS IN SCHOOL TEXTBOOKS (1870 - 1930)

How are the knowledge to teach mathematics in primary school formed between 1870 and 1930? In research of an answer to this problem, a doctoral level research, which integrates an international cooperation project between Brazil and France, is under development. The research considers the school textbooks cultural objects (CHOPPIN, 2004) constituted of a *corpus* favorable to the study of the orientations that were given to the teachers to teach in the primary school, without neglecting the aims of the school (CHERVEL, 1990). The study is anchored in authors who put knowledge as a central theme in the teaching and training professions (HOFSTETTER E SCHNEWLLY, 2009; LUSI BORER, 2009) and in authors of the history of mathematics education who analyze school textbooks and discuss training and knowledge historical perspective. (VALENTE, 1999, SCHUBRING, 2006). The visualization and characterization of a knowledge from there adding of the orientations to the teachers, representations contained in the textbooks (CHARTIER, 1990), show themselves to be quite complex tasks. Twenty school textbooks, in total, frenchs and brazilians, were searched in this period, 1870 to 1930, in which the principles of intuitive teaching echoed in primary school. As a theoretical-methodological course some tables were elaborated in order to allow better the study characterization of these knowledge: School Textbook Presentation Table (I), identification of the textbook; Analytical Table of Guidelines for Teaching Arithmetic (II), preface, format and general order of presentation of contents, contents to be taught, use of images and illustrations, use of didactic devices, explicit guidelines tot the master, etc.; Table of Convergences (III), pairing of the main aspects observed in table II; and Table ofResults (IV), decantation, sedimentation of knowledge. The analysis of school textbooks in Braziland France does not aim to show what has remained or what has changed in terms of guidelines, no to make a comparative study between French and Brazilian textbooks, but to emphasize the transformations that have occurredand to search as if gives the characterization and constitution of the knowledge to teach arithmetic over time.

Keywords: knowledge to teach; primary school; intuitive teaching.

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