

## Editorial

This is number 1 of volume 11 for the year 2024 of the journal *Ensino da Matemática em Debate*, a journal of the Graduate Studies Program in Mathematics Education at PUC-SP, which contains seven academic articles.

The first paper is entitled “Contributions of the subjects of the Mathematics Degree course to the professional practice of Basic Education teachers”, authored by Wesley Rosa Lalor do Nascimento, Professor at the Marituba Municipal Education Department and Tadeu Oliver Gonçalves Full Professor at the Federal University of Pará. This article presents an analysis of the curricular components of the Mathematics Degree course at the Federal University of Pará (UFPA) and promotes a reflection on the contribution of the subjects to the training of Basic Education teachers. The analysis in question is based on Gonçalves (2000) and Fiorentini (2005) on significant studies for teacher training and the interactions between theoretical and didactic-pedagogical disciplines, in Mathematics courses. As result, the article indicates gaps in the distribution of workload between theoretical disciplines focused on practice such as Internships and Laboratories and the absence of relationships between Undergraduate and Basic Education disciplines.

Marcel de Almeida Barbosa, PhD student of the Postgraduate Program in Science and Mathematics Education (PPGECM/UFPA), Professor of Mathematics at the Municipality of Afuá (Pará) and Marisa Rosâni Abreu da Silveira (in memoriam), PhD in Education (UFRGS) and Professor of the Postgraduate Program in Science and Mathematics Education (PPGECM/UFPA), wrote the second article entitled Wittgensteinian concepts intertwined in the educational process of mathematics in the early years. Their proposal is to consider Mathematical Language from the perspective of Wittgenstein's Philosophy of Language, as an important research direction arguing that Wittgensteinian concepts can contribute to the educational process of Mathematics, especially in the early years of elementary school. They consider that teachers, even those with adequate academic training, may present doubts and conceptual errors in teaching, which goes against the propositions of this philosopher.

*Links between Trends in Mathematics Education and the BNCC: necessary actions for teachers in training to become task builders is the third article in this issue.* It is authored by Clarissa Raimundo de Ataíde, master's in science and mathematics education from the Federal University of Pará (UFPA). Érick André Lima Machado has a degree in Pedagogy from the Federal University of the South and Southeast of Pará (UNIFESSPA), a master's degree in science and mathematics education from the Federal University of Pará (UFPA). José Messildo Viana Nunes, graduated in Mathematics from the State University of Amazonas (UEA), has a PhD in Mathematics Education from the Pontifical Catholic University of São Paulo (PUC-SP). Professor at the Federal University of Pará (UFPA), Elizabeth Gomes Souza, PhD in Teaching, Philosophy and History of Sciences from the Federal University of Bahia (UFBA). Professor at the Federal University of Pará (UFPA). The article reflects the fact that several trends in Mathematics Education spread the discourse about the importance of teaching Mathematics in the formation of critical and proactive subjects. The authors understand that the articulations between trends can consolidate this discourse and present articulations

between the History of Mathematics, Ethnomathematics and Language in the teaching of Mathematics. The results highlight the importance of articulations, as a necessary training device for reflection and construction of tasks with challenging and inviting contexts, for students to effectively participate in the construction of their knowledge.

The fourth article is entitled *Maker Culture in the context of Mathematical Modeling: a systematic review of the literature* and is authored by Josiane Silva dos Reis, PhD student in the Postgraduate Program in Teaching at the Federal University of Ceará through the Northeast Teaching Network (RENOEN), Jorge Carvalho Brandão, PhD in Education from the Federal University of Ceará. Professor of Mathematics at the Technology Center and Maria José Costa dos Santos, PhD in Education from the Federal University of the Federal University of Ceará. The article presents a Systematic Literature Review (SLR) of studies that address the use of maker culture for teaching Mathematics in mathematical modeling activities. The authors verified that, although mathematical modeling is not yet used effectively as a guiding methodology for maker practice, its assumptions were identified in 80% of the studies intertwined in this RSL, allowing them to infer that there is a methodological convergence between the two, potentially relevant to the mathematics teaching process.

Jane Cleide Lourenço Pereira, Master in Education from the University of Pernambuco (UPE), Graduated in Mathematics (Licency) from UPE, Graduated in Pedagogy from Venda Nova do Imigrante University (FAVEVI), Teacher at the municipal network of Buenos Aires - PE and at the Secretariat of Education of Pernambuco, José Roberto da Silva, Doctorate in Enseñanza de las Ciencias from the University of Burgos UBU-España in Specific Didactics with a theme related to the area of Teacher Training, Master in Science Teaching from the Federal Rural University of Pernambuco (UFRPE), Graduated in Civil Engineering from the University of Pernambuco (UPE), Lead Researcher of the Science and Mathematics Teaching Group at the University of Pernambuco GECM/UPE-CNPq and Ernani Martins dos Santos, PhD in Cognitive Psychology from the Federal University of Pernambuco (UFPE), Master in Science and Mathematics Teaching from the Federal Rural University of Pernambuco (UFRPE), Graduated in Mathematics (Licenciatura) from UFRPE are the authors of the fifth article entitled *Analysis of Numerical Sense in a collection of mathematics books from the early years of Elementary School*. The article questions whether the collection of books from the early years *Buriti Mais Matemática* contributes to the development of Number Sense, considering a significant number of students who have difficulties in making relationships between numbers, their uses, and meanings. The authors conclude that the Collection explores teaching situations that lead to the development of Number Sense, however, it contains few situations that include any of the indicators.

*Indigenous mathematical knowledge in the context of the Parkatêjê community: meanings of capitalist expansion in the Amazon region post-1970* is the title of the sixth article. The authorship is due to Mauricio Martins Cabral, PhD student in Education at the Federal University of Juiz de Fora, Master in Territorial Dynamics and Society in the Amazon at the University of the South and Southeast of Pará, PhD student in Education at the Federal University of Juiz de Fora. Professor in the municipal education network of Marabá, Pará. Member of the Study and Research Group in Physical Education, Language and Culture, Sandra Alves de Oliveira, PhD student in Education at the Federal University of Juiz de Fora, master's in education at the Federal University of São Carlos, Professor at the State University of Bahia, Campus XII, Guanambi, Bahia.

Mathematics Teacher at Colégio Municipal Aurelino José de Oliveira, Candiba, Bahia, Member of research groups: NEPE/UNEB; GEM/UFSCar; GREPEM/UFJF and Wilson Alviano Júnior, PhD in Education from the University of São Paulo, Professor at the Faculty of Education and the Postgraduate Program in Education at the Federal University of Juiz de Fora, Coordinator of the Study and Research Group in Physical Education, Language and Culture. This article has as its central focus the mathematical knowledge intertwined in bodily practices in different daily contexts of the Parkatêjê community, located in the Eastern Amazon, in the southeast of Pará. It contains reflections on the meanings of capitalist expansion in the post-1970 Amazon region, implementing new mathematical knowledge developed in the cultural context of this community; and identify indigenous mathematical knowledge woven over time, through their experiences and memories. It is possible to perceive in the oral narratives and in the reports of the “old men” and “old women” of the Parkatêjê community, various concepts, contents, and mathematical procedures, such as notions of space, measurements of time, measurements of capacity, strength, numbers, geometry, among others.

We finish the 1st number of volume 11 with the seventh article by authors David Ramalho Nóbrega, student of the Professional master's in mathematics on a National Network – PROFMAT/UFCA and Érica Boizan Batista, Professor at the Center for Science and Technology at the Federal University of Cariri – CCT/UFCA. This article presents a systematic literature review of theses and dissertations in Portuguese that deal with the use of graph theory in teaching Mathematics in the basic education classroom. The research was carried out in the BDTD databases (Brazilian Digital Library of Theses and Dissertations) and in the PROFMAT collection (Professional Master's Program in Mathematics on a National Network), from 2013 to 2023, in Portuguese, seeking to identify how Graph theory has been used in schools and what are the purposes of using this theory. The selected studies show that there are countless applications and everyday problems that can be addressed in the classroom, relating Mathematics to graphs, thus contributing to student learning.

We would like to thank all the contributions sent, record in this issue the invaluable collaboration of Professor Dr. Maria José Ferreira da Silva, PEPG Professor in Mathematics Education at PUC-SP with best wishes for happiness and new achievements and welcome the new teachers of the Program, Marcio Vieira de Almeida and Elton de Andrade Viana, and much success in their careers at PUC-SP.

At the time we write this Editorial, Rio Grande do Sul is going through dark times due to floods. We lend our solidarity to this sister State, we value the support of our President Luiz Inácio Lula da Silva and we hope that our leaders join our scientists so that appropriate measures are taken to avoid future situations like these, thus contributing to saving our Planet. This is the time!

Editor of the Journal Ensino da Matemática em Debate  
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