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Godino, J.; Batanero, C.

Der Begriff Bedeutung in der Mathematikdidaktik. (La notion de signifie en didactique des mathematiques.)

Artigue, M. et al., Vingt ans de didactique des mathématiques en France. Hommage à Guy Brousseau et Gérard Vergnaud. Ed. La Pensée Sauvage, Grenoble. 218-224 (1994).

The concept of meaning, which is frequently used in an informal way in didactic research, is a central and controversial subject in philosophy, logic and semiotics. The analysis of this concept from a didactical point of view could be useful to understand the relationships between the different theoretical frameworks in mathematics education and to throw a new light upon some research questions. In this work, the aforementioned analysis is approached and a pragmatic theory of meaning of mathematical objects is presented. (orig.)

Classification: C30

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