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**Philosophy of mathematical education: a phenomenological approach.**

Alsina, Claudi et al., 8th International Congress on Mathematical Education. 8. Congreso Internacional de Educación Matemática. , (ISBN 84-923760-3-1). 463-485 (1996).

In the field of activities of Mathematical Education the author understands that the following topics represent convergence to be taken as center of reflexive and critical analysis by the Philosophy of Mathematical Education: conception of Education and of the Mathematical Education; conception of reality and of knowledge; conception of reality of mathematical entities; attitude and pedagogical didactic aims of the teaching of Mathematics work. These topics are discussed in the article according to the phenomenological concept, demonstrating how the Phenomenology addresses them. The author decided not to establish a parallel between the conceptions and the relevant guiding to Phenomenological Attitude and those of Natural Attitude, but to show conceptions of Phenomenology which support pedagogical practice and its analysis and reflection.

*Classification:* D20