TITLE: A Historical-philosophical study about the role of Mathematical Proof on Bachelor of Mathematics Undergraduate Courses.

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ABSTRACT: The question that guides this research is “(how) would it be possible a more explicit teaching of mathematical proof from a historical-philosophical approach?”. And, more specifically, “what would be the significance of this question in the awarding bachelor’s degree on Mathematics?”. This research adopts a qualitative approach in which the main proceedings were documentary and bibliographic research, the historical reconstruction of mathematical proof, the pursuit for philosophical aspects of mathematical proofs and the realization and the analysis of semi-structured interviews with professors involved with the coordination of Bachelor of Mathematics undergraduate courses, searching for an underlying epistemology which describes teacher’s real practice upon mathematical proof. From other mathematical education researches and the diagnosis obtained by the analysis and synthesis from the testimonials, we present some elements that make possible historical-philosophical approaches for mathematical proofs in Bachelor of Mathematics undergraduate courses, in a way that the bachelor has the ability to comprehend in a deepest way the Science in study, possibly being able to realize a critical and analytical exam of it.