TITLE: Proposals of Pre-service Mathematics Teacher Education: A study of Political-Pedagogical Projects of graduate courses in the state of the Paraná.

AUTHOR: Jeferson Gomes Moriel Junior

ABSTRACT:

With this work we investigate proposals for teacher education in current political-pedagogical projects (PPPs) for licenciateship in Mathematics in the state of Paraná. Of the 29 PPPs in this state in 2007 and 2008, we had access to 15 of these and we propose to examine six. This is a documental study, characterized as qualitative research according to Bogdan and Biklen (1991), we do an interpretative analysis comparing information in the PPPs, the actual law and the reviewed literature, using citations to the portions of these documents to validate our inferences. Thus, we describe the Professional profile of the egress, the Curriculum organization, and Methodological recommendations and analyze Proposals in which we find evidence of theory-practice articulation. Analysis of the PPPs was evident: (i) the existence of five Professional characteristics that is expected to pre-service teacher has developed to the end of the course (Mathematical knowledge, Knowledge about the teaching of mathematics, Holistic view of knowledge, Professional commitment and Social commitment) and 30 associated Professional attributes; (ii) that in terms of Work hours, all courses are in accordance with the law and that the Curricular matrix differs from the model of training "3 +1"; (iii) that half of the PPPs have evidence of theory-practice articulation in "all" for the discipline to accomplish the Practice as a curricular component, and the other half there is evidence in some disciplines; (iv) that the Stage is planned to be held in the last two years of courses, with half of the PPPs is the possibility of dialogue between the reality experienced or observed by the licensee in the school's Basic Education and theoretical foundations of science, (v) that in most PPPs the Academic activities committee are related to the participation of pre-service teachers in non-mandatory stages, events, academic monitoring, teaching, research or extension projects and courses conducted in the area of their training; (vi) that in general the Methodological recommendations to work of pre-service Mathematics teacher education to meet the indications presented in SBEM (2003); (vii) the existence of four Proposals for teacher education with evidences theory-practice articulation (Empirical research of the future teachers, Research’s work at the final of course, the Treatment of school mathematics given by the course and Didactic-pedagogical reflection on the
context of teaching Mathematics). Also, we make a table-summary of proposals that we consider capable of articulating theory-practice in pre-service Mathematics teacher education, as the result of a process of reflection and dialogue between results of this research, our experiences and readings.

**Key-words:** Pre-service Mathematics Teacher Education. Political-Pedagogical Projects. Theory-Pratice articulation in the Teacher Education. Mathematics Education.