

THE MATHEMATICS CLASSROOM IN ITS DISCURSIVE ARENA FORM

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The second school, we find subjects on the roles of teacher and student, who have a well-defined social status and speech opportunities, a fact that generates ideological and dialogical conflicts between subjects and their social roles, clearly translated into power relations, in particular, when we consider the context of mathematics classes, a moment when the teacher uses the specific language mastery, as a way of confirming his hegemony before the subjects on the roles of students, who are placed in the accommodation and submission status. In this paper, our objective broaden our horizons of discussion and debates.

TEACHER VS STUDENT

The speeches involve the society sign's are intricately focused on possible relationships between subjects who live in similar space and time, counting on the indispensable presence of the communication phenomenon. From this perspective, it is possible to see the school as a fraction of society along the lines of fractals, where the communicative characteristics, the definition of social functions and the hierarchy of roles as a part and as a whole are confused.

In this sense, let us analyze the hypothetical situation, experienced in a class of 9th grade of elementary school, reported below.

A mathematics teacher elaborated and gave the following question to his class: **Find the value of x in the equation $2x - 6 = 4$** . One of his students submitted the following answer: **$x = 5$** .

When examining the students answers the teacher was faced with a resolution different from the one previously expected and, for this reason, considered that there were not enough arguments from the student to validate his answer, thus, the question was considered wrong.

For Bakhtin, the discourse is composed of interlocutors, since the subjects involved alternate roles of listeners and speakers, getting understandings from the speeches of others. However, in our hypothetical situation, we are faced with the subject in the role of student, thus imposed by the hegemonic speaker in the listening role, which sometimes leads to the status of accommodation in the face of situations in which, by their nature, have the potential to generate debate or, even, critical dialogues between the interlocutor in the role of teacher and the interlocutor in the role of student.

In other words, it is up to the teacher to provide an open environment for dialogue, relieving the student from a position of submission and discursive confinement. The premeditated prohibition of the student's voice in the classroom environment in situations of, theoretically, knowledge construction directs the class to a mere transmission of techniques, codes and algorithms, a fact that maximizes the difficulties in a process that should be of exchanges of ideas, experiences, knowledge and concerns in the search for understandings and useful or even apparently useless information.

References

Bakhtin, M. (2015). *Estética da criação verbal*. 6. ed. São Paulo: Martins Fontes.