

Amazonian mathematics fair: giving life to mathematics in the middle of the forest

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Abstract. Over the years of experience with the teaching of Mathematics in Basic Education, it is evident, that for most students of public schools, notice Mathematics present in their daily lives is a great challenge. The teaching practice decontextualized is an important factor to be considered, as it leads to student's lack of interest in the discipline, making it meaningless for everyday life. To the detriment of this lack of interest, early on, the student, in the initial phase of his trajectory in Basic Education, builds a self-image of incapacity in relation to the discipline (PONTE, 1994). This problem present in metropolis schools, such as Manaus, acquires a much larger dimension in schools in the inland of the State of Amazonas and gains more expression in rural communities of these inland. Giving the above, the objective is to divulge the extension action called Amazonian Mathematics Fair, carried out by the Mathematics Department of the Federal University of Amazonas, in partnership with the Federal Institute of Education, Science and Technology of Amazonas and the University of the State of Amazonas. The Mathematics Fairs have the purpose of giving a new meaning to school activities, transforming them into true laboratories for active experience of scientific learning, co-participated by the community and, thus, deconstructing the elitist vision of the teaching and learning process of Mathematics (ZERMIANI, 2014). It is a summary of the two edition of the Fair, held so, highlighting the challenge of carrying out a pedagogical and didactic action of Mathematics at state level, in the State of Amazonas, with all its social, political and economics peculiarities, not losing sight of its geographical challenges. It will be exposed, in this work, how the movement of Mathematics Fair in Amazonas has instigated new perspectives for teaching of Mathematics and provided new spaces for reflection and action. In the Amazonian Mathematics Fair, as well as in other Mathematics fairs held in the country, everyone is valued and the main driver is socialization and exchange of experiences (FRONZA et al., 2016). In addition, it is written here, how this project has been an instrument of inclusion, by involving students with special needs, inserted in the education of young people and adults, indigenous schools and rural communities, contributing to these students learning of Mathematics, differently from the current and instituted in many Mathematics classes. It was found that the participation of these students in this extension action, has been leading them to a process of increasing their self-esteem, in order to reframe their potentials, giving them the opportunity to express them according to their skills. There was a change and transformation in the lives of the students who, before the participation in the project, did not envision perspectives for overcoming their challenges in relation to the construction of their own knowledge; after the action they are even aiming to enter university. **Keywords:** Teaching practice. Knowledge and learning. Mathematics Fair.

References

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