

Denise Alves de Araujo, Brasil
Professor, Federal University of Minas Gerais
deniseaaraujo@hotmail.com

The understanding of the appropriation of school concepts by adults using the concept of lived experience (perijvanie)

Co-author 1: Maria Gomes, Professor, Federal University of Minas Gerais, mafacg@gmail.com

The paper presents the results of a research developed in classes of young and adult education in Brazil. The goal was to investigate how these students appropriate mathematical concepts in their cultural practices during the classes. It was based on theoretical-methodological assumptions including "Cultural Historical Psychology and Ethnography in Education". We developed an ethnographic approach centred on two maths classes during one year. The analysis was based on Vygotsky's concept of lived experience (perijvanie), employed as a methodological tool to help us understand the processes involved in scholars' appropriation of mathematics concepts mediated by language. The research results show that the daily lived experiences of each person, and those inbuilt in that scholar's lived experience, shape the ways in which they take ownership of mathematical concepts. Even if it was the same teacher who developed the same activities, the contrastive analysis have shown differences and similarities in the ways students participate and in the learning opportunities in both classes. It is essential to bear in mind that the process of appropriation/cognition is not a mental and an individual process but it is situated social cognition.