



Subjectivities in curricular practices in Mathematics in Youth and Adult Education

Adriano Vargas Freitas ^a

Eliane Lopes Werneck de Andrade ^a

Francisco Josimar Ricardo Xavier ^a

^a Universidade Federal Fluminense, Programa de Pós-Graduação em Educação da UFF (POSEDUC-UFF), Niterói, RJ, Brasil.

Received for publication on 28 Feb. 2021. Accepted after review on 29 Apr. 2021.

Designed editor: Claudia Lisete Oliveira Groenwald

ABSTRACT

Background: The curriculum practices, especially those related to Mathematics, developed in EJA, can exert a strong influence on the students' sentiment of self-efficacy and, in turn, influence the cognitive processing of mathematical knowledge. **Objective:** To investigate which meanings of curricular practices in Mathematics are subjectived by EJA teachers. **Design:** Narratives of 5 teachers who work at EJA, whose data collection was through interviews. **Environmente and participants:** The research took place in a rural municipal public school located in a city in the interior of Ceará. **Data collection and analysis:** Textual Discursive Analysis. **Results:** The curricular practices developed in EJA, especially those related to mathematics, can exert a strong influence on the student's sentiment of self-efficacy and influence their cognitive processing of mathematical knowledge. The moments of collective pedagogical planning and training influence the selection of curriculum content and teaching materials, guiding the construction of the teachers' curricular practices, influencing the construction of their subjectivities, in a permanent relationship between subjects who interact and confront each other from different ways for their pedagogical work, including the support they seek from their peers. **Conclusions:** Thinking about the subjectivities of the actors involved in EJA should mean turning the attention to the teaching and learning processes, which encompass a range of diversities of social groups with very different cultures, expectations, ages and interests, meaning greater attention to production and implementation of appropriate curricula and teaching for these groups of students, considering their cultures, experiences and previous experiences.

Keywords: Youth and Adult Education; Mathematical curricular practices; Subjectivities; Narratives of teachers.

Corresponding author: Adriano Vargas Freitas. Email: adrianovargas@id.uff.br

Subjetividades nas práticas curriculares em Matemática na Educação de Jovens e Adultos

RESUMO

Contexto: As práticas curriculares, em especial, as relacionadas à Matemática, desenvolvidas na EJA, podem exercer forte influência sobre o sentimento de autoeficácia dos estudantes e, por sua vez, influenciam o processamento cognitivo dos conhecimentos matemáticos. **Objetivo:** Investigar que sentidos de práticas curriculares em Matemática são subjetivados pelas professoras da EJA. **Metodologia:** Narrativas de 5 professoras que atuam no EJA, captadas por meio de entrevistas. **Ambiente e participantes:** A pesquisa ocorreu em uma escola pública municipal rural localizada uma cidade do interior do Ceará. **Coleta e análise de dados:** Análise Textual Discursiva. **Resultados:** As práticas curriculares desenvolvidas na EJA, em especial, as relacionadas à matemática, podem exercer forte influência sobre o sentimento de autoeficácia do estudante e influenciam o seu processamento cognitivo dos conhecimentos matemáticos. Os momentos de planejamentos pedagógicos coletivos e de formação, influenciam a seleção dos conteúdos curriculares e de materiais didáticos, orientando as construções das práticas curriculares das professoras, influenciando a construção de suas subjetividades, em uma permanente relação entre sujeitos que interagem e se confrontam de diferentes formas para o seu trabalho pedagógico, inclusive no apoio buscado, junto aos seus pares. **Conclusões:** Pensar em subjetividades dos atores envolvidos na EJA deveria significar voltar a atenção para os processos de ensino e de aprendizagem, que abarcam uma gama de diversidades de grupos sociais com culturas, expectativas, idades e interesses muito diferentes, significando maior atenção para a produção e implementação de currículos e ensinios adequados a estes grupos de estudantes, considerando suas culturas, vivências e experiências anteriores.

Palavras-chave: Educação de Jovens e Adultos; Práticas curriculares matemáticas; Subjetividades; Narrativas de professoras.

INITIAL CONSIDERATIONS

This article presents some reflections built on the results of research carried out by members of the Research Group on Youth and Adult Education (GPEJA). This group is associated to the Graduate Program in Education at the Fluminense Federal University (UFF). Among the categories in these surveys, we highlight how the subjectivities of teachers appear in the construction of their mathematical curriculum practices in Youth and Adult Education (EJA).

We emphasize that the reflections are made from the narratives of five EJA teachers from a public school. This school is municipal and is located in the countryside of a city in the interior of Ceará, Sobral. The choice of this school as the locus of research is to contribute to the reduction of a perceived gap in studies that include curricular practices in mathematics in schools in the Northeast region of Brazil. According to Freitas (2013), research has focused especially on the South and Southeast regions of the country.

We emphasize that our understanding of curricular practices corroborates the studies by Franco (2012; 2016). This author helps us understand that these experiences can include actions designed with a certain type of pedagogical intention. This intention can enable students to learn school content and, at the same time, can lead teachers to constant critical reflection. Thus, we also understand that curricular practices emerge from the “multidimensionality that surrounds the educational act” (Franco, 2016, p. 536). These practices are the result of important points, such as decisions, principles and strategies. They can only be perceived from the perspective of the totality in which they find themselves: school, teaching and education.

Freitas (2013) analyzes that the mathematical curriculum practices developed in EJA can exert a strong influence on the students' sense of self-efficacy. This can influence the cognitive processing of students' mathematical knowledge. This could be verified, for example, in activities involving the solving of mathematical problems. The students feel more confident in solving problems when they understand what is presented to them. According to this same author, this is due to the fact that we are talking about individuals who almost always seek to return to school for their own interest. Therefore, they would already be motivated to develop school activities and expose themselves with less fear of making mistakes.

This article is organized into sections. “Subjectivities in the construction of curricular practices in EJA”: in it, we highlight our perceptions about how the sense of subjectivity permeates the teachers' narratives. “Methodological aspects”: in it, we highlight the data construction instruments and the proposal of Discursive Textual Analysis. “The school locus of research”: in it, we present a bit of the institution and the profile of EJA students. “The EJA teachers”: in it, we present the profiles of each subject of the interviewed group. “The narratives of the EJA teachers”: it addresses the results and discussions of our article. In the latter there are the subsections: “The influences that guide the construction of the curricular practices of teachers” and “The construction of mathematical practices in Mathematics in EJA”.

SUBJECTIVITY IN THE CONSTRUCTION OF CURRICULUM PRACTICES AT EJA

The subjectivity concept is a construction that changes according to the concepts that coexist or overlap over time in different social spaces. Subjectivity involves the psychological and philosophical aspects of individuals (Filho Prado & Martins, 2007). According to Leite and Dimenstein (2010), this concept was conceived by Western societies and, in Brazil, it has been appropriated by social movements and academia.

According to Filho Prado & Martins (2007), the notions of subject and subjectivity were built from the advent of the so-called modern era. The beginning of this era was the end of the 19th century. From this point on, subjectivity came to be understood as a “characteristic of the individual; that which is personal, individual, which belongs to the subject and only to that person, being, therefore, in the final analysis, inaccessible to others and incommunicable [...]” (Japiassú and Marcondes, 2001, p.1).

From the perspective of contemporary philosophy, we highlight the importance of Nietzsche (1986). By discussing subject and subjectivity, he contributed to the construction of a philosophical narrative through a “break with an anonymous Self” (Azeredo, 2014, p. 60). Nietzsche (1986) was influenced by the phrase from the Greek Pindar: “become what you are”. The subject is a being in constant overcoming of himself, who takes into account his realities, his most intimate issues, but also the issues that concern the other and the world in which he is inserted.

We understand that the *I-other-world* relationship proposed in Nietzsche's reflections (1986) contributes to the individual constituting his subjectivity. This theorist informs us that “My humanity is a continual self-overcoming” (Nietzsche, 1986, p. 57). In this way, we understand that the concept of subjectivity is expanded. It is also related to the conditions that make subjects become human and sociable.

Marton (2014) when studying the work of Deleuze, analyzes that the issues of humanity and sociability of subjects have been taken by rationality and individualism. This author highlights that, for Deleuze, there is no dissociation between individual and society. In fact, the term individual only exists in society. This term is a singularity. Thus, we understand that the conceptions of subjectivity and subject are related to changes produced by men in society.

For the philosopher Deleuze (2012, p. 76), the subject category is “a movement”, and the subjectivity category is “the mediation, the transcendence”. He considers that “believing and inventing” are the actions that make the subject as a subject, a social transforming agent. Thus, “habit is the constitutive root of the subject and, at its root, the subject is the synthesis of time, the synthesis of the present and the past in view of the future” (p. 85). The habit is consolidated in the subjects' experiences through the customs of the social groups in which they are inserted. Thus, we can understand that the subjectivity that constitutes a subject happens, above all, in his experience in society.

Based on the study by Deleuze (2012), we understand that custom based on individualism isolated the subject from rationalism. And the habit, how was it formed? We can think that the habit was based on the subjects' internal reason, on a fixed identity. This happened initially in representation and later in transcendence. Under this temporary and complex status of being human, we can think that the subject is indefinitely reconstructed in subjectivity. However, this subjectivity does not refer only to one subject, but to a multiplicity of movements that take place in relationships with several other subjects that are close (or not). It is in life, in society, in culture, and in politics, that subjects make themselves.

In this contemporary conception, we can understand that subjectivity is a process that cannot happen only through actions carried out exclusively between the subject and himself. It is through their own ideas that their experiences are (re)constructed. Subjectivity occurs in a permanent relationship between subjects who are confronted with parts of reality experienced by all social groups that interact with each other in different ways. Thus, we understand that dealing with the concept of subjectivity (or the concept of subjectivities) is to align with studies on collective subjects. It is also trying to understand which processes they face with objective reality, which can lead them to group or mass behavior, or to both interspersed, depending on the situation experienced (Dunker, 2019).

In this way, we understand that subjects who are inserted in an educational space (in our research, EJA classes), even if they are part of a group that was historically excluded from educational issues in Brazil (Jardilino & Araújo, 2014), because they have specific realities, they end up having their unique subjectivities. Thus, we understand that discussing subjectivities in EJA is need to, at first, pay attention to the unequal customs and social relations that exist within our society. Secondly, we must understand that differences and inequalities among subjects are not lost when they are grouped into a school

class. They can even be deepened, depending on the education system in which they are inserted.

We recognize that young people, adults and seniors who study at EJA, and teachers of this modality, have realities marked by cultural, social, economic, class, race and gender aspects. We believe that such markers can influence the construction of curricula with meanings specific to the realities of these individuals. With regards to the specifics of teachers that we will present in a later section, we understand that their subjectivities influence the ways in which they understand the individuals who teach and, therefore, in the ways in which they relate to and teach each one of their students. These forms, which we understand as specific, represent an *I-other-world* relationship, and question the standardizations of curricular practices proposed by the education system.

Thus, we clarify that, in our text, we take subjectivity as an intimate construction of each of the subjects. But, because these subjects are part of a society, it is also a relationship of collective social construction. As we will see below, the EJA teachers, participating in this research, seek to get closer to the students' reality. This happens when they have developed teaching strategies aimed at their needs. Thus, we perceive the existence of several subjective influences, and how much this interferes with their pedagogical know-how.

METHODOLOGICAL ASPECTS

Among the materials built in this research, we present the narratives of teachers. These narratives were captured through interviews conducted in February 2018. We clarify that our understanding of the interview is based on Gil (2008, p.109), as a research instrument in which "the investigator presents himself in front of the investigated and asks them questions, in order to obtain data that are of interest to the investigation". The interviews were made from a script that sought to understand how teachers prepare math classes for EJA and how they are built.

By using the teachers' speeches as the center of discussions about curricular practices, we seek to understand them in their contexts. Thus, we dialogue with the sense of "narratives of the self", suggested by Delory-Momberger (2012). For this author, each subject has a story that, when expressing it, he would be not only narrating about himself, but also being the builder of his biography. This narration, even being specific, is contextual to a "world narrative".

These narratives “of themselves” and “of the world” would be, according to Delory-Momberger (2012, p.117), integrated by the “representations that individuals have of their collective and individual existence”. This also happens "in the relationship that individuals maintain with their socio-historical context and with their own history." Thus, we understand narrative as a discursive genre “which gives place” (Delory-Momberger, 2011, p.341) to the subjectivities of each teacher. These teachers are inserted in the processes of their constructions as teachers.

The material transcribed from the teachers' narratives underwent semantic reading processes forwarded through Discursive Textual Analysis (ATD). ATD is indicated by Moraes and Galiazzi (2016, p. 34) as an analysis technique that goes through the following processes: selection of texts, unitarization and categorization of themes. The aim is to show an understanding of a studied phenomenon. In our case, the phenomenon studied involves the curricular practices of teachers who teach Mathematics at EJA.

Following the suggestions of Moraes & Galiazzi (2016), we started the unitarization process by highlighting some words and expressions cited in the teachers' narratives. These words led us to the categorization process. In this second stage, we point out convergences on how teachers talk about the construction of their curricular practices, and the meaning that curricular practice is taken in their narratives. Thus, the analysis of the narratives added to our interpretations and theoretical contributions, allowed us to reach the results that will be presented in later sections.

THE SCHOOL, LOCUS OF RESEARCH

The research took place in a rural municipal public school located in a city in the interior of Ceará. In 2018, this school was made up of Kindergarten and Elementary School classes during the day shift. On the night shift it offered EJA classes. The number of enrollments in the school unit was 536 students, of which 131 were enrolled in EJA, organized into 5 classes, all multigrade. These multigrade classes gathered, in the same classroom, subjects of different ages, some in the Literacy stage (EJA Level I), and others enrolled in other EJA levels (Levels II, III or IV).

Among the younger students there were teenagers from the elementary school of the school itself. As it is a small rural community, many of these subjects had consanguineous ties, and some were even first-degree relatives. The profile of these EJA students for the 2018 school year is shown in Table 1.

Table 1*Profile of EJA students at the school surveyed – academic year 2018*

Gender	EJA level				Total	Age group			
	I	II	III	IV		15-30	31-45	46-60	61-75
Women	7	19	14	21	61	9	31	21	1
Men	17	11	16	26	70	13	36	19	1
Total	24	30	30	47	131	22	67	40	2

Reading the data in Table 1 allows us to understand that of the 131 students enrolled in EJA in 2018 at the researched school, 70 are male, of which 26 would complete the grades of Final Elementary School (EJA Level IV). These are concentrated in the range between 31 and 45 years of age, totaling 36. There are 61 women, 21 of whom would also complete the grades of Final Elementary School that year. A total of 31 female students were in the highlighted age range.

It is important to highlight that, although the number of men is greater than that of women, they are concentrated in Literacy classes (Total of 17). Furthermore, some of them arrived younger than the women in the EJA classes. They were 13, between 15 and 30 years old. Women, in this same age group, add up to the number of 9. They outperform men at the EJA II level, which refers to completing the grades of the Initial Elementary School. At this level, the student group consists of 19 women and 11 men.

Several inquiries can be made from the collected data. With this information, we propose reflections and we highlight the heterogeneity that exists in EJA classes in rural areas. This also appears in the profiles of the interviewed teachers.

EJA'S TEACHERS

In this article, we bring the narratives of the teachers who taught in 2018 in the EJA classes of the researched school. The multigrade classes were under the responsibility of these interviewed teachers. To preserve the teachers' identity, we adopted the symbology “Pn” to refer to them. Thus, “P” means

“teacher” and “n”, a number assigned to each of them to differentiate them throughout the text. Table 2 presents the profiles of these teachers.

Table 2

*Profiles of teachers (Pn) research subjects **

Teacher	Age	Ethnicity	Academic education	Teaching time	Teaching time in EJA
P1	25	white	Degree in Biological Sciences. Attending specialization in Biology Teaching.	03	02
P2	48	brown	Degree in Pedagogy.	20	06
P3	39	brown	Degree in Pedagogy. Attending specialization in Youth and Adult Education.	20	05
P4	29	white	Degree in Pedagogy.	07	01
P5	60	white	Degree in History. Specialist in Elementary and High School Methodology	20	06

* Information given by the teachers.

The information in the table above shows that three professors have a degree in Pedagogy (P2, P3 and P4). In 2018, P3 was taking a specialization course in “Youth and Adult Education”. P1 had a degree in Biological Sciences and was taking a specialization course in “Teaching Biology”. P5 had a degree in History, specializing in “Methodology of Elementary and High School”.

With the exception of P3, the professors did not have any courses focused on EJA. This did not prevent them from teaching in this modality. According to the current educational legislation, in order to teach Basic

Education, only training is required “at a higher level, in a degree course, with full graduation” (Brasil, 1996, p. 26).

In general, we still live with the existence of prejudices that permeate the training and performance of teachers in EJA. This has led to the devaluation of teaching work, especially because they deal directly with disadvantaged students (Freitas, 2013). There is also the idea that EJA is marked by philanthropy, or by teachers who do not have adequate training. This leads to the misunderstanding that this is a modality inferior, and that the professional who works in it would not need specific training. We believe that such prejudices may be the cause, but it is also the effect of the few spaces offered to training courses in this area.

We highlight that the Education Department of the researched municipality (SEDUC) offered teacher training courses. According to the teachers' statements, these courses were moments of continuing education. In them, teachers met with trainers to discuss practical strategies, curriculum content and forms of assessment. In addition, printed materials were made available. In these materials, ways of organizing classes for EJA were suggested.

Among the teachers, only P5 was employed in the municipal network. Before teaching at EJA, she had experience in Kindergarten and Elementary School classes. The other teachers had a temporary contract in the municipal network and, before 2018, they were already working at the researched school: P1 taught since 2016 in EJA classes at night and, during the day, taught Biology in high school classes at a state public school. P2 has been teaching since 2012 in EJA classes, having previous experiences in the Solidarity Literacy project (ALFASOL), and in Child Education classes. P3 has been teaching since 2013 in EJA classes at night and, during the day, in Kindergarten classes. P4 already started teaching at EJA 2017, but had already taught in Kindergarten classes in previous years.

In general, we understand that there is diversity in the profiles of teachers. We analyze that their academic backgrounds, the times they teach at EJA, and their experiences in other types of teaching, can influence the ways they understand issues related to teaching young people, adults and seniors. These influences will be presented and discussed in the next section. Next, we will discuss some research results and discussions.

THE NARRATIVES OF EJA'S TEACHERS

In this section we present discussions involving the analysis of the teachers' narratives about their curricular practices. We analyze the influences on the development of these practices and the teaching strategies that teachers say use to run Mathematics classes at EJA.

Influences on the curricular practices of teachers

In this subsection we bring parts of some of the teachers' narratives. In them we can understand an overview of how these teachers build classes at EJA. Thus, we discuss the factors that influence curriculum practices. To collect these narratives, we asked the following question: “How do you prepare your classes for the EJA class?”.

From P1 we got the following report:

When I go to plan I start with EJA I. At EJA I, students are now starting to get to know the lyrics. I try to present a different activity. For example, if it's a Science class, in EJA II I try to take the same topic and apply it to all the other students. But each class has a different difficulty. This was thought of in the Pedagogical Planning. We thought the idea was cool, so we decided to work that way. We were able to work some content with all classes, but adapting the difficulty levels.

We realized that P1 is a teacher concerned about the students' difficulties. She recognizes each student as a unique individual and, therefore, he has his subjectivities, even if he is part of a school class.

The actions that were told to us by P1, portray the importance of the EJA teacher getting to know his class and then “adapting” the activities and teaching materials to the realities of the students. It is possible that these actions are repeated in the pedagogical practices of other teachers, as P1 said that this was thinking about the meetings to carry out the pedagogical plans. All teachers participate in these meetings.

We highlight the words “planning”, “Pedagogical planning”, “differentiated activity” and “content”. In them, we realize that P1's narrative presents an idea of curricular practice that has the pedagogical purpose of students learning the curricular contents (Franco, 2016). It's not a thoughtless

practice. It is a consciously constructed and planned practice under the guidance of study meetings, in the Pedagogical Plans.

The words “plan” and “activities” are also evidenced in P2's narrative. She presented us with the following answer:

I have the annual lesson plan and I do the weekly. For example, I use the Portuguese book, and select the texts, in the grammatical part. I don't use the entire book, but I bring a lot of texts. I work like that, with their book. I don't use it all. At the same time, I apply complementary activities. It is different from EJA I to EJA IV. They are different contents. But when I apply reading and interpreting, I bring together all the students in these classes.

In this narrative, P2 highlights the challenge of teaching in a multigrade classroom. She comments that the organization of her classes is based on the differences between students, marked by the levels of EJA.

From this narrative we highlight the following words: “plan”, “complementary activities”, “contents” and “book”. The analysis of these words helps us to establish approximations with the sense of curricular practice perceived in P1. However, when informing that he does not use the entire book, P2 portrays that the content of this teaching material may be a little distant from the reality of his class.

It is important to highlight these ways that P2 deals with the differences in his class. This may reflect your understanding of each student's subjectivities. These actions of P2 show his subjectivity as a subject who recognizes himself in the construction of the other's differences and experiences (Deleuze, 2012).

The teaching material “book” is also listed in the answer to P3:

First we have to look at the contents of the books and then put them in the lesson plan. But, we have to observe how the contents will reach the student. In math, for example, you have to start from the basics. I can't put content for a student without knowing if it has a basis. That's why it's important to have this written plan, step-by-step, with all the objectives of the class.

We understand the emphasis that P3 gives to class planning based on the contents of the textbook. She realizes that it would be necessary to build didactic strategies, with the concern about how the contents will reach the student. This allows us to understand a sense of curricular practice similar to

those of P1 and P2, which is to consider the learning of curricular contents as the center of their actions.

From P3's narrative, we highlight the words: "content", "books" and "class plans". We noticed that she emphasizes the importance of the teacher having a "written plan" presenting the "class objectives" and comments that she organizes it as a "step by step". By highlighting this organization, P3, you can disregard student differences. It can also disregard the fact that curricular practice is immersed in the complexity of the school context, and "occurs in the tortuous, slow, dynamic paths of the subjects' trajectories" (Franco, 2015, p. 604).

The context of the students is indicated in the answer to P4:

I design my classes based on the student's reality, the context in which he lives. For example, if I'm going to apply a saying in the classroom, I look for words that are from their context and that are related to the content. This makes it more attractive to them.

From P4's narrative, we highlight the words: "context" and "content". They converge to the same sense of curricular practice analyzed in the speeches of previous teachers. The relationship established by P4, when he says working with the student's reality and the context in which he lives, demonstrates the challenge of building a curricular practice. This practice cannot lose sight of the specificities of students, the curricular content and the complexity that is the school context (Franco, 2016). This speech reveals a sense of subjectivity that we can approximate to the Nietzschean I-other-world relationship. The ways in which the other (in this case, the students) is in the world, leads P4 to build their curricular practice, thus contributing to the construction of their own subjectivity.

The sense of "base" related to the knowledge of students is indicated in the answer to P5:

I separate the students and contents by stage of EJA. For the student who doesn't know, I have the zeal to stay on base. I try to do everything possible, playing, showing figurines, games, letters, for this student to develop. I teach in a way not to create fear.

We understand that, similarly to P3, P5 comments that it is important that EJA teachers know the students' level of knowledge. Then they can develop

teaching strategies that can contribute to their development. In this way, we analyze that P5 concentrates its curricular practice on student learning and on the acquisition of curricular contents.

However, the didactic strategies mentioned by P5 about playing and using games lead us to the perception that this teacher has a childish view of young, adult and elderly students in her class. What we believe is a reflection of their curricular practice, and may be linked to the ways in which they treat students, build and conduct their classes.

In P5's narrative, we highlight the explanation that it separates the students and the contents by stage of the EJA. This informs us of the organization criteria adopted by her to prepare her classes. We understand that she, like the other teachers, organizes her classes based on the EJA levels in which the students in her class are, which allows us to perceive their concern in relation to the differences and subjectivities of these subjects. However, it is necessary to be careful in the adaptation of didactic strategies aimed at students, so that we do not fall into the idea that any type of activity contributes to their learning. We are aware that working with these EJA students requires that the teacher not be a teacher "motivated only by good will or idealistic volunteer work" (Brasil, 2000, p. 56).

We understand that the curricular practices of the teachers are directed towards enabling EJA students to learn the contents proposed in the curricular prescriptions of the municipality and the school. Analyzing this sense of practice, we notice the existing tensions about how the subjectivities of teachers tend to be standardized by these prescriptions. They recognize the differences between students and their class contexts, and tend to build their own ways of teaching.

The constructions of teaching practices in Mathematics at EJA

In this subsection we discuss how teachers build their curricular practices specifically in Mathematics classes. For this, we analyzed parts of the teachers' narratives for the question "How do you prepare EJA Mathematics classes?"

From the material we received in Teacher Education and the book we had, we started to think about how to work the content in the classroom. I usually picked up a lot of activities on the

internet. For example, I printed and took exercises on sets, on the amount of things I had there, on multiplication. My EJA II did the same activity as EJA IV. They did the simplest math. So I could work Mathematics in general like that. (Teacher P1).

P1's narrative highlights that she organizes her classes based on the students' specificities. It checks the EJA levels they are at. This allows us to highlight that there is a sense of subjectivity in the teacher. This sense comes from looking at the other's differences.

We noticed that the didactic strategy of applying the same activities to students of different levels appears in the narrative of P1. She informs us that, in Mathematics classes, EJA II worked the same multiplication activity as EJA IV, especially the simpler accounts. She tells us that she was able to work Mathematics that way. He emphasizes that the focus of his actions in the classroom were mathematical content.

From this narrative we highlight the words: “book”, “content” and “internet activity”. Possibly they are the same differentiated activities mentioned by her. These words present some factors that influence the construction of P1's curricular practice and, specifically, his curricular practice in Mathematics.

P1 talks about “Teacher training”. She highlights that at this time of study, she receives materials that influence her teaching practice in mathematics. This allows us to understand that these teacher training courses can standardize the curricular practices of teachers. They start working in the same class format. This can therefore standardize your subjectivities and your experiences.

Teacher P2 gave us the following answer:

When I go to teach Mathematics, I bring things from the students' lives to the classroom. I take examples to make the class more practical. I take activities, addition, and subtraction accounts. Multiplication, for now just double and triple, to see what they're going to do. Then, depending on my assessment, and how each class is happening, I will elaborate my next classes.

By saying that I take things from students' lives to classes, P2 presents a narrative consistent with the one expressed in the previous topic. In it, we analyze that P2 centers its curricular practice on the subjectivities of the students in its class and on the ways that the contents must reach them. This is

reinforced when she comments that she takes examples from students' lives to classes, and thus makes these classes more practical.

However, we understand this practicality from two perspectives: one about the possible ease of the teacher's directing her classes. The other, about the possible contextualization of mathematical contents (addition, subtraction and multiplication accounts) to the moments of their classes. In fact, these contents are the words that we highlighted from P2's speech.

We also highlighted the idea that depending on the evaluation of how each class was happening, she would elaborate the next classes. By highlighting the terms elaborate and evaluate, we can analyze that this teacher is in constant "critical surveillance", "testing and reflecting" (Franco, 2016, p. 160) about her pedagogical work in math. This highlight allows us to approach the reflections of Marton (2014, p. 1), who signals that the subjectivities of each subject say a lot about how their identity is constituted, as both involve "a temporary configuration of impulses, the human being is in permanent change process".

We analyzed approximations of P2's speech with P3's narrative that we will see below:

In math, I always try to review the content that has been passed and pose new challenges. When the students get to the basic operations, and I realize that the students are already doing it, I already bring them new content. Thus, I increase the level of knowledge, according to what they are getting.

It is possible to highlight then the approximations of the narratives of P3 and P2. They show themselves in constant critical reflection on their own actions in the classroom, as well as on the pedagogical intentions elaborated by them, for the classes. From P3's narrative we highlight the words: "contents" and "basic operations". We also highlight the idea that it increases the level of knowledge. In our perspective, these ideas seem to be directed towards the proposal of mathematical curricular practices that seek to articulate the acquisition of Mathematics contents to the subjectivities of students. This is done in dialogue with the difficulties that each of these students presents.

The knowledge and specificities of EJA students are mentioned in the answer to P4:

In relation to mathematics, I highlight a curiosity in EJA. Students are very good at mental calculation. But when they need to put this account down on paper, it presents a very big

difficulty. Now if I say: How much is so much more? Quickly they answer me. So, I prepare my classes using playful, differentiated activities. I really like working dynamically and with the golden material.

This narrative highlights the characteristic of young, adult and elderly students at EJA, when the subject is Mathematics: they present knowledge that was built in their daily and work experiences. Often, as highlighted by P4, students perform mental operations before moving to paper. Sometimes they can't make it to paper because they have great difficulty. This also reflects the lack of familiarity with communication in written form.

When P4 informs that she asks students questions, she leads us to understand that she prefers teaching strategies that value dialogue. In a perspective based on Paulo Freire's work, this listening to the other helps to understand their experiences and, in particular, to understand the complex realities of the subjects, and the social relationships that affect their subjectivities (Deleuze, 2012).

From P4's speech, we highlight the words: “playful”, “differentiated activities”, “dynamic” and “golden material”. These words lead us to understand that the teacher is creative. She builds her math curriculum practice seeking to involve a good variety of teaching activities. This understanding portrays the teacher's intimacy with issues involving the teaching of Mathematics. It also portrays their sensitivity to the specifics of adult life, dimensions highlighted by Fonseca (2012, p. 55) as “absolutely supportive” for those who teach Mathematics at EJA.

The meaning of “dynamic” lessons is presented in the narrative of P5:

Mathematics classes are very dynamic. I show it on the board. I write what I want. Today we are going to study this here. I ask: - Do you understand? I say right away, pay attention because it's not difficult. Look this is not difficult. You think it's complicated, but it's simple. I take everything as a joke, everything is very light. It's like I'm working with kids so they don't feel like they don't know.

In the analysis of teacher P5's narrative, we have the perception of child labor in EJA. She highlights the importance of working with games, as it is like working with children.

We highlight the word: “dynamics”. We realized that this word is related to the didactic strategies adopted by the teacher. It refers to dialogue with students, and also about activities and games. The analyzes we made on the narratives of P5 and P4 allow us to interpret mathematical teaching practices as actions that aim to facilitate and help students to complete certain proposed activities rather than the process of reading and interpreting them. For Fonseca (2012), this would be a practice aimed only at helping the student, rather than seeking to understand what and how he does in his mathematical activities.

The narratives of the surveyed teachers allow us to analyze a sense of mathematical curriculum practice that relates the curriculum content to the students' experiences. We highlight similarities between some didactic strategies adopted by them for the execution of their classes. Among them are strategies, the organization of classes by levels of EJA and the selection of content, according to what these levels are.

Teachers seem to be concerned about the ways in which their mathematical teaching practices are seen by students. Possibly this is one of the reasons why some of them adopt the use of teaching materials of various types: games, golden material, etc. We understand that this concern is linked to the construction of their subjectivities, and the influence of the school space on this very construction.

We also noticed the influence of training courses for the researched teachers to build their mathematical curriculum practices. The course generates the homogenizing idea of basically dealing with school content. But the teachers said they noticed the diversity of EJA students. Thus, we understand that the teachers built their own ways of teaching. This is a clear demonstration that their subjectivities are in tension with the standardization proposed in the training courses.

The conversations with the teachers were essential for us to understand how sensitive the discussions involving: what to teach, how to teach and how to assess EJA students are. Furthermore, we perceive the contribution of the school space to the constitution of the teachers' subjectivities. These subjectivities were built from their own perspectives on the diversity existing among students in their classes.

FINAL CONSIDERATIONS

This article presented discussions involving the following question: What meanings of curricular practices in Mathematics are subjected by EJA teachers from a municipality in the state of Ceará?

Some answers to this question could be captured in the teachers' narratives. In these answers we can understand the convergence of subjectivities related to practices as actions that aim to enable students to learn mathematical knowledge. This knowledge is related to basic operations. But, even when the students' specificities are considered as central points of the teachers' practices, we verified that, in the classroom, the knowledge deriving from the students' experiences is taken only as a starting point, as a way of contextualizing the studied subjects.

Some of the factors that guide the construction of the teachers' curricular practices are: meetings for pedagogical planning, teacher training courses, content selection, and the selection of some teaching materials. These moments of exchange influence the construction of subjectivities of these teachers. This happens in a permanent relationship between subjects who interact and confront each other in different ways. Among these ways, in the support they seek with their peers for the pedagogical work with the EJA classes. This can be seen, for example, in the ways in which they say they organize classes, and also in the ways in which different levels of EJA work in certain activities. We understand that there is a standardization of the curricular practices of the teachers, in the sense of directing their classes to take account of the curricular contents. We analyze that this standardization, in addition to involving the factors already mentioned, involves the idea of curriculum as an organizer of content, as well as pedagogical actions.

These results led us to understand that the teaching of Mathematics is still a challenge for teachers who teach at EJA. We recognize that there are many factors that affect “what to teach” and “how to teach” students' school knowledge. However, it is necessary to be careful not to reproduce infantile didactic strategies or that do not take into account the knowledge of these students. Neither, we cannot reproduce discourses that the learning of EJA students can be limitedly understood as “academic progress in a restricted number of curricular areas” (Biesta, 2012, p. 814).

Finally, we highlight the perception that thinking about the subjectivities of individuals involved in EJA must mean turning the attention mainly to teaching and learning processes. These processes involve a range of

diversities of social groups with very different cultures, expectations, ages and interests. EJA involves subjects who experience social inequalities more intensely. Thus, we can understand that this complexity of factors, together with the political disputes that permeate the weak Brazilian democracy (Moisés, 1989), have not contributed to the production and implementation of adequate curricula and teaching for EJA students. This all leads us to several questions, of which we highlight: what paths can we propose for these school spaces? Can these paths involve learning that takes into account the cultures, experiences and experiences of EJA students?

REFERENCES

- Araújo, A. J. & Santos, M. C. (2009) Avaliação externa do Projovem: o caso de áreas e volume. *Bolema*, 22(33), 23- 49.
- Azeredo, V. D. (2014). A metodologia de Foucault no trato dos textos nietzschianos. *Cadernos Nietzsche*, 1(35), 57-85.
- Biesta, G. (2012). Boa educação na era da mensuração. Tradução de Teresa Dias Carneiro. *Cadernos de Pesquisa*, 42(147), 808- 825.
- Brasil. (1996) Lei nº 9394 de 20 de dezembro de 1996. *Aprova a Lei de Diretrizes e Bases da Educação Nacional*. Conselho Nacional de Educação/ Câmara de Educação Básica. Brasília.
- Brasil. (2000). Parecer nº 11 de 10 de maio de 2000. *Aprova Diretrizes Curriculares Nacionais para a Educação de Jovens e Adultos*. Conselho Nacional de Educação/ Câmara de Educação Básica. Brasília.
- Carvalho, D. L. (2001). Diálogo Cultural, Negociação de Sentidos e Produção de Significados Matemáticos por Jovens e Adultos. *Zetetike*, 9(15/16), 43-76.
- Deleuze, G. (2012). *Empirismo e subjetividade: ensaios sobre a natureza humana segundo Hume*. Editora 34.
- Delory-Momberger, C. (2011). Fundamentos epistemológicos da pesquisa biográfica em educação. *Educ. Revista*, 27(1), 333-346.
- Delory-Momberger, C. (2012). Fim ou metamorfose das “grandes narrativas”? In: Delory-Momberger, C. *A condição biográfica: ensaios sobre a narrativa de si na modernidade avançada*. EDUFERN.

- Dunker, C. I. L. (2019). Psicologia das massas digitais e análise do sujeito democrático. In: Abranches, S. et al. *Democracia em risco? 22 ensaios sobre o Brasil de hoje*. Companhia das Letras, 116-135.
- Filho Prado, K. & Martins, S. (2007). A subjetividade como objeto da(s) psicologia(s). *Psicologia & Sociedade*, 19(3), 14-19.
- Fonseca, M. C. F. F. (2012). *Educação matemática de jovens e adultos: especificidades, desafios e contribuições*. 3 ed. Autêntica.
- Franco, M. A. S. (2016). Prática pedagógica e docência: um olhar a partir da epistemologia do conceito. *Rev. Bras. Estudos Pedag.*, 97, 534-551.
- Franco, M. A. S. (2015). Práticas pedagógicas de ensinar-aprender: por entre resistências e resignações. *Rev. Educ. Pesqu.*, 41(3), 601- 614.
- Franco, M. A. S. (2012). *Pedagogia e prática docente*. Cortez.
- Freitas, A. V. (2013). *Educação Matemática e Educação de Jovens e Adultos: estado da arte de publicações em periódicos (2000 a 2010)*. 360 f. Tese (Doutorado em Educação Matemática) – Pontifícia Universidade Católica de São Paulo, São Paulo.
- Gil, A. C. (2008) *Métodos e técnicas de pesquisa social*. 6. ed. Atlas.
- Japiassú, H. & Marcondes, D. (2001). *Dicionário Básico de Filosofia*. 3. ed. Zahar.
- Jardilino, J. R. L. & Araújo, R. M. B. (2014). *Educação de Jovens e Adultos: sujeitos, saberes e práticas*. Cortez.
- Leite, J. F. & Dimenstein, M. (2010). Movimentos sociais e produção de subjetividade: o MST em perspectiva. *Psicologia & Sociedade*, 22(2), 269-278.
- Marton, S. (2014). Foucault, Deleuze e Derrida frente à crise. Invenção do Contemporâneo. *Café Filosófico*. 14 de Outubro de 2014. <https://www.youtube.com/watch?v=mPBN2vYsOLI>.
- Moisés, J. A. (1989). Dilemas da consolidação democrática no Brasil. *Lua Nova*, (16), 47-86.
- Moraes, R. & Galiuzzi, M. C. (2016). *Análise Textual Discursiva*. 3. Ed. Unijuí.