

AGGRESSIVENESS X VIOLENCE IN THE SCHOOL ENVIRONMENT

Celma Cynara de Figueiredo¹
Magda de Almeida Florentino²
Iapissara dos Santos Silva Mendes³
Suely Benedita Tavares de Lima⁴

ABSTRACT: Faced with the latest events shown in the media and many times witnessed by ourselves in the schools where we work, we observed the need to go deeper into this subject in order to carry out a project that could be useful in the current school. The objective of this project is to draw the attention of professionals to the problem of school aggression and violence and to present suggestions for improving coexistence within the school. As Oliveira and Martins (2006) well mentions, “what happens is that this violence has a lot to do with the discourse of refusal, or even, the lack of finding the right words to give an exact meaning to a wide range of feelings”. Violence is all kinds of physical and psychological damage caused to others, young people are pointed out as the cause of this violence, but this issue is much more complex. Because to combat this violence that is so common among our youth, we have to research the origin, since young people apply in their school conviviality or those who live at home. Currently schools deal with fights and other aggressive acts through internal norms such as: verbal or formal warning, suspensions, transfers and expulsion of the student. I suggest more dynamic classes with the participation and opinion of the students to organize a field class, formalize an agreement between both on how the school rules will be applied in case of non-compliance with the school's discipline rule.

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¹Licenciada em Pedagogia pela Faculdades Integradas Mato-Grossenses de Ciências Sociais e Humanas - Ano: 2008. Especialista em Educação Infantil e Alfabetização pelo Instituto Cuiabano de Educação (ICE)- Ano: 2010. Licenciada em Bacharel em Enfermagem pelo Centro Universitário Cândido Rondon - Ano: 2013.

² Licenciada em Pedagogia com Especialidade em Supervisão Escolar pela Universidade de Cuiabá (UNIC) - Ano: 1992. Especialista em Psicopedagogia pela Faculdade de Filosofia, Ciências e Letras de Ouro Fino/ MG - Ano: 1995. Licenciada em Formação Pedagógica para Formadores de Educação Profissional (UNISUL) - Ano: 2007. Doutorado em Psicanálise pela (FATEB e Instituto PHOENIX) em Orlando, Florida - United States - Ano: 2022.

³ Licenciatura plena em Pedagogia. Promovida pela Fael/ Faculdade Educacional da Lapa .Ano 2017. Pós-Graduação em Educação Infantil / pela FETAC Faculdade de Educação Tecnologia e Administração de Carapó / 2022 MS. / Pós-graduação em Psicopedagogia Educacional pela Faculdade Iguazu/ 2023 PR.

⁴ Licenciatura plena em Pedagogia. Promovida pela UNIC- Universidade de Cuiabá. Ano de 2011. Especialista em Psicopedagogia Institucional. Ano de 2017. Promovida pela Faculdade SEDAC- Associação Dom Aquino Corrêa- ADAC.

INTRODUCTION

The first step to solve the problem of child aggression is to understand that the behavior has several causes and should not be fought by confrontation. Child aggressiveness is characteristic of normal performance in the initial phase of the individual's development. This phase, which is transient and fleeting, reflects its consequences in later stages of life. Child aggression is something that is still little discussed and ignored, it focuses on several factors that surround the first stages of child development. The family, especially the mother, has great importance and responsibility for this aspect of development to occur in a healthy and normal way for the child. The importance of knowing the origin of aggressiveness, which will be fundamental in reversing this process, is highlighted by Campos (2004). Even admitting the existence of disagreement as to the origin, he believes that such behavior comes from the genetic interaction with the environment in which the child is inserted, and its performance is particular to each individual. It is consensual in studies in child psychology that:

- The brain's ability to control aggressive behavior depends on the quality of care in the prenatal period and in early childhood (0-5 years);
- Early childhood is a critical period for learning to control aggressive behavior;
- Children manifest a bad mood from 2 months of age. Most babies bite, hit, or pull hair as soon as they can;
- Before age 3 , most boys and girls use physical aggression. These behaviors are more frequent between 2 and 3 years of age;
- Girls stop using physical aggression earlier than boys;
- Girls use indirect aggression (eg, badmouthing a friend) earlier and more often than boys;
- with the development of social and language skills, most children no longer use physical aggression when starting school.

PROJECT 1-Theme

This project with the theme **Aggression x Violence in the school environment**, was intentionally developed with the impetus of helping to understand the

aggressiveness that consequently leads to violence in the school environment. The line of research is based on Piaget, Vigotsky, Minayo, among others.

2- Problem

The problem that we brought up was the aggressiveness and violence that happens within the school environment, which scares us more and more. This project will act as a mediator of the problem, as aggressiveness and violence only increases in our children, even the very young ones. There are already works that address violence in children up to two years old.

3. OBJECTIVES

General

Identify the most relevant factors that cause aggressiveness and aggression within the school environment, in an attempt to create a sociable and pleasant environment for all students and professionals of this institution.

3-1. specific

- Working in the classroom to make the environment more pleasant for living together.
- Seek partnerships between school, family and society to ease such conflicts.
- Strictly enforce the school's internal rules.

4- JUSTIFICATION

The choice of this theme as a project realization was because this is a current subject of incontestable irrelevance experienced by professionals and students within the school.

5-Methodology

1st: meetings with the community to talk about the problem, listen to students and parents and also talk about the importance of a project aimed at combating aggression and violence in the school environment.

2nd : to carry out classes with the help of video focused on the subject, for this project the chosen videos were:

- Assaults on teachers what to do (educator Mário Sergio Cortela) newspaper today. (yotube).

- Violence in Schools (record series) yotube.
- Cycle of Violence & Education (yotube)
- School Violence and its Forms of Manifestation (Roda da Conversa Program) yotube
- Steps to Combat Violence at School (yotube)
- Violence Begets + Violence (yotube)
- Canção da América Friend is something to be treasured. (yotube).

3rd: Organize field classes with students from different school years so that they socialize.

4th : carry out the role-switching game with students inside the school, For example: ask a student to stay at the gate during class and perform the service of the child patio agent.

- Participate in the cleaning of the school area, to be aware of the disrespect towards the cleaning staff.
- Help serving lunch, to see how some students complain about what is served, thus making them reflect on how everyone in the school unit deserves respect.
- And at break time, when there is a higher incidence of fights, ask students to help monitor other students, so that they can see how difficult the work of monitoring students is and realize how important their collaboration is for combating school violence.

5th we believe it is one of the most decisive in this fight, as we will invite parents to act as volunteers for a week and develop activities with suggestions to combat school violence, we can distribute blank sheets of paper and ask that each person present to give a suggestion of how to carry out this fight (this will be anonymous), so we will give more freedom so that everyone can participate.

6th ask that each teacher also collaborate by reading about the topic and that the students make posters to put up to create a very expressive mural in the school.

7th we make a sign with the following words: this school is on --- days without school violence (the same as the ones the companies put, about accidents) and every day that violence doesn't happen we change the numbers. So let's change our stats. This must be attached to the outside wall of the school.

6- SCHEDULE

This project is timeless, so it can be used by any school and at any time, whenever the school coordination deems it necessary.

7- REFERENCE

We cannot think that all children are naturally aggressive, as some external factors are involved in this process. One of them is linked to some factors such as: the fact that the child observes or lives with the violence, guilt or pride that he is encouraged to feel after practicing violence. violence and the levels of frustration and anger she feels. Violence means using aggressiveness intentionally and excessively to threaten or commit any act that results in accident, death or psychological . The word violence derives from the Latin “ violia ”, which means “vehemence, impetuosity”. But in its origin it is related to the term “violation” (*violare*).

“World statistics show that most crimes (and even mental illnesses) result from oppression, social injustice, financial or emotional misery (MORAIS, 1985, p79)”.

Violence is not a natural phenomenon, but a social phenomenon. Violent conduct is found in the most diverse social spheres: at home, at work, on the streets, in schools. Violence is, therefore, an action that involves the loss of autonomy, so that people are deprived of expressing their will, submitting themselves to another. For him, violence is clearly a form of manifestation of domination relations and is clearly a denial of freedom, equality and life (ADORNO, 1999, p. 20).

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“The school can no longer continue teaching only reading, writing and repetition, it can no longer adopt the attitude of a banking education, as Paulo Freire tells us eternally.” (FREIRE, 1987, p. 33). The school has achieved more space to combat violence, but it is a great challenge. Let's see the author's view on the subject:

The challenge for the peace educator is to establish a structure of learning , while at the same time providing space for students to discover and discuss their own experiences. “My way of teaching was strongly influenced by the works of Paulo Freire, the book I most like to use with students”. (LUCAS, p12, 2007).

When Freud (1920) formulated his second drive theory, aggressiveness was recognized as a specific drive, and started to function as another name for the impulses of the death drive, whose purpose is destruction: “[...] there are essentially two different

classes of drives: sexual drives, understood in the broadest sense – Eros – if you prefer that name – and aggressive drives, whose aim is destruction” (FREUD, 1933[32], p.129).

According to Freud, aggressiveness is a threat factor to the culture imposed by society for producing a malaise in human beings because it forces them to renounce their satisfactions for the well-being of society itself.

The existence of the inclination to aggression, which we can detect in ourselves and justly assume is present in others, constitutes the factor which disturbs our relationships with our neighbors and forces civilization to such a high expenditure [of energy]. As a result of this primary mutual hostility of human beings, civilized society is permanently threatened with disintegration. [...] Civilization has to use supreme efforts in order to establish limits for man's aggressive instincts and keep their manifestations under control by reactive psychic formations (FREUD, 1930, p. 70).

According to Marcelli (1988) at birth, the child cries, screams, this is the first sign of its aggressiveness. Normally, children show aggressive behavior in situations around them. This behavior does not mean that it is intended to harm or harm anyone; he may simply be afraid of a situation and react aggressively, with no intention of causing harm.

The first directly aggressive behaviors occur at the end of the second year and during the third. Previously, the young child may show angry reactions, with violent agitation, stomping, screaming, when he does not get what he expects. By 2 and 3 years old, he often adopts an opposite, choleric behavior. At the same time, he attacks, scratches, pulls hair, bites children of his age (biting children) in the park or in the sandbox, sometimes also in his family. Later, these reactions dissipate: by the age of 4, the child expresses his aggression verbally, but no longer in gestures. His aggressive fantasies are then often rich and numerous, as his games attest, at the same time as dreams of anxiety and aggression appear. There is, however, a big difference according to gender: boys more often adopt aggressive attitudes than girls (MARCELLI, 1988, p. 158).

According to Filho, there is a need for the school to move around creating a pedagogical movement in this sense.

It is now necessary to return to a strong pedagogical movement, which clarifies the meaning of hierarchy, order and discipline, which adapts the functional model to the needs of students, which serves as an example of understanding the passage from the subjective world of the student to the socially shared world (FILHO; MEUCCI, 2010).

The school, feeling cornered by the violence, has taken arbitrary measures for a school, such as: security camera, padlock on the gates, and even some have already joined the metal detector. Medrado (1998, quoted by Oliveira and Martins, 2007) understands that the school is the space for education and not a place to keep artifacts for protection. For him, high walls, barbed wire and especially police intervention are innocuous measures. Students come to see the school as a prison and not as a place to exercise their

rights and duties. Disciplinary problems and violence among students appear in the partial results of the Grupo Paranaense de Comunicação survey (GRPCOM 2011) , as the main concern of the school community, along with acts of vandalism against property.

The family and the school have to form a partnership in an attempt to help our young people since: many of them are violent today, it is nothing more than a cry for help, even if inconsequential, to defend themselves they become tyrants, violent, irresponsible , etc. .

As we know, mothers and fathers are not always able to effectively take their place in their relationship with each other or with their children. They can become extremely distant, refusing the maternal or paternal role, or seek an exaggerated approximation, transforming themselves into 'children's friends', or put themselves in opposition, producing true collisions or crushing of the child's place. In any of these cases, there are no well-defined and constructed places in the relationship. In the first, there is a fading of one and the other by the denial and refusal of the bonds; in the second, the places are ghostly superimposed, glued together, preventing differentiation and, in the third, the exacerbated antagonism creates the same dependence and the same confusion of places through negation, where each one defines itself not by affirming what it is and intends to, but for asserting himself in opposition to the other ('I am and want what he is not and does not want') (JUSTO, 2004, p. 97).

The writer Minayo, in a work presented (2003) on School Violence: identifying clues for its prevention, showed violence from the perspective of the actors involved, thus, according to the students' point of view, the phenomenon of violence has been increasing in schools by following reasons :

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Aggressiveness of the students themselves that affects the struggle for the affirmation of their identity, and that is not recognized by the educators; the neglect of the school and violence, especially verbal, by teachers and staff against young people; the influence of the media; and family neglect. | (MINAYO 2003:125).

Marx and Hegel believe that man is capable of managing violence, since it is not intrinsic to his nature. For Freud, Man has an aggressive and violent nature, inherent to his will. There are a number of flaws and mistakes made by those who should protect and educate our children, but what you see is people thinking that the school has to be the savior of the homeland.

Due to some family difficulties in relation to education, many parents make mistakes due to lack of limits in their children's education, being extremely permissive; they do not develop in the child habits of obedience and respect for rules. In this way, these children in a school context are very difficult to relate to, both with their peers and with adult staff, as they only do what they want and when they want, disturbing the progress of activities for others and often

not being able to learn. because they don't want to do anything they're not willing to do. (LOPES, 2000, p.39).

This project proposes that there be an understanding that aggression and violence, at first, cannot be diagnosed at school as a behavior disorder or learning problem. Initially, it is necessary to identify whether children who present aggressive behavior at school are lagging behind in their playfulness and creativity. Children who are inhibited from demonstrating their abilities may present aggressive attitudes to call the attention of the teacher and even of their classmates. Attitudes such as breaking objects, scratching the classroom walls or even tearing up the notebook are ways of demonstrating this internalized aggressive drive.

“ It is also necessary to rescue the teacher's inner child as a way to improve the teaching-learning relationship, as the analyzed teacher or who has some knowledge of psychoanalysis can better understand children's behaviors and meet the needs of children, select and adopt forms to provide school opportunities that the child can make use of in each situation” (GOULART, 2000).

FINAL CONSIDERATIONS

Understanding the process through which children acquire social and moral rules can help teachers understand the causes of aggression at school. And it is important to understand that factors, both in relation to the internal and external environment of the school, can trigger aggressiveness.

We realized that some ways of dealing with aggressive behavior are valuing positive attitudes, working together with the entire school team and dealing not only with aggressive children, but also with empathetic ones, opposing coercive education, thus being able to intervene in the problem.

Based on these statements, the game is proposed with the aim of contributing positively, developing creativity, empathy, group spirit, solidarity, encouraging the child to live in society.

A better understanding of preschool children's aggressive manifestations enables teachers to understand how they react to different experiences, both positive and negative. Thus, the teacher must rethink his practice and his attitude towards children who present such behaviors.

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