CONFLICT AT SCHOOL: SCHOOL ENVIRONMENT AS A SPACE FOR EMBRACEMENT/MEDIATION AND TEACHER INTERVENTIONS IN THE LEARNING RELATIONSHIP

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ABSTRACT: The present work arose from the report of several experiences lived by us as interns and even as teachers, such experiences made us reflect on the importance of the existence of a conflict mediator in the school context, considering that these conflicts will always exist, because where there is more than one thinking head there will be divergence of opinions. However, in the absence of the possibility of field research, the content was removed through bibliographic research, articles, books and scientific journals. As such, several opinions were found on how these conflicts arose; how the environment in which the student lives interferes as a cause; and like the school, the teacher or even the student himself can exercise his role as a mediator. The practice of group activities such as games or scavenger hunts was questioned in order to encourage social interaction, but it was still not enough. In view of this, we note that it is necessary to insert the curriculum of the educator, who may, in the future, assume other functions such as: supervisor, coordinator and even manager; the theme that both intrinsic and extrinsic conflicts will always exist and that not only academic training will be necessary, but also dynamics of living mainly with parents or guardians, and that such dynamics can be carried out through extra-curricular activities that manage to insert them and welcome them also at school. In this way, the school and the community will work together with the same objective as the formation of the student in a healthy and welcoming environment.

Keywords: Conflict. Host. Mediation.

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INTRODUCTION

This Course Completion Work - TCC is based on meeting the requirements of the postgraduate course in Inclusive Special Education, considering that this content, in addition to promoting knowledge, has become relevant data in the education of the student.

Managing to eradicate conflict in the school environment is still considered a major challenge, given that this process is part of a set formed by school, family and community. Achieving an understanding of the importance of the family in the conflict mediation process makes the teacher think about how difficult it is for the child to establish social interaction, and how this will reflect in their daily life (ARAÚJO, 2017).

School and family must have the same objective, which is the formation of the student, since one is interconnected with the other with regard to the teaching-learning process. In this way, we can say that since education is a source of paramount importance in a child's life and, making the prospect of a promising future, a good quality of life will directly influence this process (RIBEIRO, 2020).

The general objective is to investigate specific issues of conflicts in the school environment, such as: causes and consequences. Another objective is, through research, to analyze the development and learning of children and adolescents, seeking to find ways to mediate these conflicts inside and outside the school, thus creating a harmonious and healthy environment, through projects and activities that will contribute satisfactorily to the formation of citizens and in the teaching-learning process (SANTOS, 2016).

According to the specific objectives we can highlight:

The reasons that trigger the possible causes of these conflicts; the factors that caused the expansion of violence in the school environment; and the role of the family/school in mediating these conflicts.

Feelings like attention, love and affection are among the first needs of a child. Through the demonstration of feelings, the child is able to express their conflicts, considering that they are entirely transparent and true (SOUZA, 2020).

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However, upon registration, the school may instruct the family on how to adapt the child to the educational institution, mainly However, when enrolling, the school can instruct the family about the adaptation of the child to the educational institution, especially for the student who is starting the school process. This compromise between family and school is very important, as we know that the child will have great difficulty in disconnecting from the family environment. However, when the person in charge accompanies the child's development in adapting to the school environment, it will help guide him to continue alone over time, creating autonomy in his decisions (LIMA, 2017).

Methodology

The present work was carried out in a dissertative/qualitative way, through several bibliographical researches in books, articles and scientific magazines; with the purpose of acquiring knowledge about the chosen theme, and how we can apply this knowledge in our daily lives.

Theoretical foundation

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The factor that justified the choice of theme was given to the fact that conflict and violence are terms that are quite broad, controversial and difficult to define, but increasingly present in our daily lives. Within this context, we realize that this theme occurs in different ways, and that its causes may arise for various reasons (SANTOS, 2016).

Still according to him, attention is called to the fact that the school has lost its vision over time, ceasing to be an ideal and becoming an obligation, when the child is led to believe that his success is not conditioned to his studies but his rise as a celebrity, which is considered one of the biggest conflicts. However, the subject in question, as previously mentioned, being quite controversial, it can be said that education is everyone's duty and that the three pillars: school, family and community must go hand in hand.

School conflict as a form of learning

In Brazil, violence has been causing an impasse in teaching and learning, where it has been dealing with great difficulty in the school environment, which aims to

promote crimes and influence with horrible consequences in the learning process in basic education in our country, where educators seek better learning conditions (COSTA, 2017).

School violence occurs for two very common reasons in the school routine of our students, they are: Conflict between students and/or education professionals, it appears through misconduct, threats to each other, bullying, and physical and verbal aggression Generally. The other and no less common are those conflicts that even happening outside the school home are inserted in this environment and end up negatively influencing social interaction (RODRIGUES, 2017).

However, Machado (2016) says that the practice itself is not a representation, but a world, becoming a meaning for the construction of an individual's knowledge before society. It shows us that when we live in a world without running away from the reality that surrounds us, we become increasingly present in each one's life, and that by seeking ways to mediate conflicts we will have a good social life, promoting improvements in everyday life. For this to be possible, some relevant points should be questioned and observed, such as:

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Has violence ever been part of your daily life?

In his opinion, how does the violence rate interfere with teaching-learning?

According to Rodrigues (2017), such questions lead us to think about how we face a conflicting, undesirable and sometimes out of control situation. And yet, how could we pacify this moment, so that none of the parties are harmed, and that living together is free of aggression between the parties.

Still, according to him, for this to happen, the school has to go through several constant changes in the teaching-learning process of the students, thus promoting a good relationship. However, before promoting knowledge and learning, the school has an obligation to teach its students the concept of citizenship, what their rights and duties are in the school environment, and present their families with a safe and comfortable place so that they are aware that their children are safe and protected from any violent act that could endanger their physical and mental integrity.

In the past, schools were seen as an institution of knowledge whose function and main objective was to transmit knowledge, where students would go to learn and

not to disrespect each other. Over time, the school has evolved more and more, making the community part of the school process and concerned with the problems that arise, becoming more present in the social life of children who, by chance, are beginning to develop their self-confidence and personality, thus seeking improvements in the educational field (QUEIROZ, 2017).

In order to be successful, the school has to be prepared and equipped with all the necessary material so that the student can develop their learning process, and also learn to live together in a peaceful environment. However, children will have to understand the need for good educational practices, making respect essential for each other, having a good relationship, avoiding conflicts in the school environment and outside it as well, knowing how to deal with problems that could arise without physical or verbal aggression (MEDEIROS , 2017).

However, according to Pereira (2016) we have been conditioned to always face conflicts as something negative, the teacher almost always has the thought that if the child has something to occupy their mind they will not get involved in conflicts, forgetting that this only solves the problem at that moment, and that this also influences learning, because usually when this occurs, they are waiting for the already common punishment (depriving themselves of something, or the case reaching the ears of the family).

According to him, such attitudes could be applied in such a way that the child would not think or fear punishment, but would understand that that attitude or that fact that occurred should not happen, considering that different thoughts and attitudes will always be part of their coexistence.

Mediation, from a pedagogical point of view

The education process has always been marked by difficulties, something that is due to social factors that are determined by gender, race, religion, social and cultural stratification and many others. The scenario of social vulnerability is striking in the construction of the individual and something very present in Brazilian schools, this lack of political attention to the formation of the child as a citizen results in a confusing, unstructured effect on the concepts of moral and civic education (PAULA, 2019).

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Still according to her, the role of the school is, through pedagogical projects, to train future citizens for a healthy society. However, among the challenges encountered in the school environment, the main communication factor is mediation, the search for dialogue is still considered a challenge for educators.

However, for Martins (2016), education over time has undergone changes in its teaching methodology. That model in which the teacher would be at the top intervening in what the student should or should not learn, no longer serves today, today education must be permeated mainly by a relationship that, as we present, involves a relational attitude, that is, not the merely cognitive contact with an objective, but with a person.

The mediation must accompany, respect and understand the development of the student, taking into account all the prior knowledge that he has. From this point of view, the role of the teacher should be that of a mediator, in the sense of accompanying, developing and forming critical thinking in the student, this ideology starts from a Freirean thought, that "Teaching is not transferring knowledge, but creating the possibilities for its production or construction" (FREIRE, 1996).

According to Libâneo (1994), the mediator teacher should stimulate the student's knowledge, to the point of guiding in their doubts, in the construction of knowledge. On this point, it is important to emphasize the qualification of the educator, as it is of paramount importance for the development of the class. Teachers must be qualified in communication, dialogue and understanding of conflicts, so that they can mediate them in search of solutions that will add value to students. This gives rise to the importance of continuing education.

In this perspective, institutions prepare themselves in their educational curriculum formation, in pedagogical planning where it is important to include the community in a single project, whose objective is the stability of harmony and peace. Especially in the face of reality, they are not always prepared for conflicts, however it is necessary for mediation to establish bonds of trust, respect, dialogue, autonomy, freedom and solidarity. In this context of values, everyone is part of an integrating role, whose objective is to educate the student on social responsibility (QUINQUIOLO, 2017).

Now thinking about mediation and intervention in a properly pedagogical scope, there are several definitions, such as the one presented by Vygotsky (2001) for

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whom the mediator is the one who "helps the child to achieve a development that he still does not reach alone. In the school context, teachers and collaborators become true mediators by the way they deal with the conflicting situation". Admittedly, this definition is somewhat limiting, since it reduces mediation to the classroom relationship. However, it is valid to think of mediation as the intervention process of an intermediary element in a relationship, that is, everything and everyone constitutes a mediating element.

Indeed, the development and learning of each individual occur measured by the experience accumulated by humanity. Therefore, the essential in this process is the appropriation of material and intellectual products. If, in the school context, this aspect is not considered, there is a risk of using knowledge as an instrument, making the instrument an end in itself.

In this way, the teacher's mediating role in the development of students is to make them capable of appropriating their own history as human beings, inserted in a whole and not mere bubbles in their individualism. For Freire (1979) the action of the mediating teacher contributes to a thinking society, as the student is no longer a repository of information and becomes a citizen who reflects. But for this to happen, it is essential that teachers understand their mediating role, that is, their objective is none other than to provoke development. Therefore, a relationship is established and not something unilateral.

The school environment as a welcoming space

A healthy school environment is essential for the exercise of pedagogical practices in the classroom, it is necessary to have a good relationship with students, as well as other members of the school community, to live in harmony for the sake of learning. Involve all faculty, employees and managers, exercise coexistence practices in a good school climate for everyone (MACHADO, 2017).

However, creating a school climate needs everyone's involvement in general, taking into account that management's work is very important, even in the simple practice of listening carefully to everyone's observations and opinion, and still being open to changes to obtain good results in the school environment. However, the well-being of the student, family, teachers and other employees must be a priority (ABREU, 2020).

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According to Vestena (2017), it is up to the school to promote a welcome that favors the adaptation of the child at school, this is a very important factor for the school year and the next ones to come, we must therefore maintain a healthy environment, and the educator must commit to with this welcome that will impact on learning. The family, when enrolling the child in school, will receive all the guidance regarding its adaptation in the institution, especially for students who are starting the school process.

According to Machado (2017), this interaction between family and school helps a lot the student who has difficulty disconnecting from the family bond, the guardian must accompany the student for a period of time at school, until he is able to follow alone. Therefore, in any school year, teachers are advised to receive students in an affective way so that they feel welcomed, but with care not to expose the child, since many are shy and with little sociability.

When the reception is successful, the school becomes a peaceful and welcoming environment for the child, with this the school becomes aware of the student, identifying possible damage with sequelae and that, given the possibility of a beneficial change in their daily life, through learning. When starting classes, the challenge of the school pedagogue is to socialize and adapt students in the best possible way according to the school routine (MACHADO, 2017).

Still according to her, in their first weeks of class, the teacher should develop activities for the students to interact, among them, group work is very valuable at this stage, since the students have a new teacher and new classmates can thus, there is greater interaction between them, this dynamic being used not in the form of a dispute, but as a space for connivance.

According to Vestena (2017) the institution called family has undergone many changes over the years, but it remains one of the strongest pillars in the construction of the individual, it is the basis, the beginning of everything and so other members became part of it and thus modifying their customs and cultures.

However, in his thinking, the school as an integral space in the child's life followed and had to adapt to these changes, changing its culture, projects, methodology; everything to adapt to the new public that is increasingly present in this space. Families change, and with them their behavior and thoughts also change and the school has to be ready to welcome them and make them feel welcome.

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Therefore, according to Machado (2017) everything is part of a set not only of people, but of opinions that differ at every moment and that sometimes do not feel comfortable with established limits and the coexistence of differences. However, the reception also needs to be extended to families and guardians so that the child feels that one is part of the other and that she is part of both, this feeling will give her autonomy, security and make her increasingly able to live with people who act and think differently from her, but this behavior will work with an exchange of experiences.

As for Freire (1992), dialogue is still the surest way to form the student, the teacher must be open to listening to what the other has to say and know how to expose his ideas, he will be present in the way he is taught. he will become a guide exemplifying facts related to everyday life, sharpening the other's thinking, leaving him free to express his questions, establishing bonds of trust; this aspect is also an important factor in welcoming, freedom of expression develops the student's orality, making him a safe and self-confident being.

FINAL CONSIDERATIONS

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According to the research carried out, it is clear that the term "conflict" will always be present in our lives, whatever our choice, that we will live with people who think and act differently throughout our journey, and that such attitudes will always be open to dialogue. It will be up to us to act wisely, considering that as pedagogues we are a key player in the formation of citizens.

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