

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

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RESUMO: O presente trabalho surgiu do relato de várias experiências vividas por nós como estagiários e até mesmo como docentes, tais experiências nos fizeram refletir na importância da existência de um mediador de conflitos no âmbito escolar, tendo em vista que estes conflitos sempre irão existir, pois onde há mais de uma cabeça pensante haverá divergência de opiniões. Contudo, não havendo a possibilidade de pesquisas de campo, estabeleceu-se a retirada do conteúdo através de pesquisas bibliográficas, artigos, livros e revistas científicas. Sendo assim, foram encontradas várias opiniões de como esses conflitos surgiram; de que maneira o meio em que o educando vive interfere como causa; e como a escola, o professor ou até mesmo o próprio aluno poderá exercer o seu papel como mediador. Questionou-se a prática de atividades em grupo como jogos ou gincanas na intenção de estimular o convívio social, porém ainda não era o suficiente. Diante disso, observamos que se faz necessário inserir a grade curricular do educador, que poderá no futuro assumir outras funções como: supervisor, coordenador e até mesmo gestor; a temática de que os conflitos tanto intrínsecos como extrínsecos sempre irão existir e que não somente a formação acadêmica será necessária, assim como dinâmicas de convívio principalmente com os pais ou responsáveis, e que tais dinâmicas poderão ser realizadas através de atividades extra curriculares que consigam inseri-los e acolhê-los também no âmbito escolar. Dessa maneira escola e comunidade trabalharão juntas com o mesmo objetivo que é a formação do educando dentro de um ambiente sadio e acolhedor.

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Keywords: Conflict. Welcoming. Mediation.

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 observe 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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I. INTRODUCTION

The present 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 a relevant piece of data in the formation of the student.

Being able to eradicate conflict in the school environment is still considered a great challenge, considering that this process starts from a set formed by school, family and community.

Understanding the importance of the family in the conflict mediation process brings to the teacher the thought of how difficult it is for the child to establish social life, and how this will reflect on their daily lives (ARAÚJO, 2017).

School and family must have the same objective, which is the formation of the student, since one is interconnected to 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 will be to investigate specific issues of conflicts in the school environment, such as: causes and consequences.

Another objective is to analyze the development and learning of children and adolescents through research, 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 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. role of the family/school in the mediation of these conflicts.

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

However, at the time of enrollment, the school may instruct the family about the child's adaptation to the educational institution, especially for the student who is starting the school process. This commitment between family and school is very important, because We know that the child will have great difficulty in disconnecting from the family environment.

But when the responsible person monitors the child's development in adapting to the environment will help guide them to go it alone over time, creating autonomy in their decisions (LIMA, 2017).

2. METHODOLOGY

The present work was carried out in an essay/qualitative way, through several bibliographic research in books, articles and scientific journals; with the purpose of acquiring knowledge about the chosen topic, and how we can apply this knowledge in our daily lives.

3. THEORETICAL FOUNDATION

The factor that founded the choice of the theme was the fact that conflict and violence These are very broad, controversial and difficult to define terms, but they are 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). Also according to him, attention is drawn to the fact that the school has lost its glimpse over time, ceasing to be an ideal to be an obligation, when the child is led to believe that his success is not conditioned to his studies but to his ascension as a celebrity, this being considered one of the greatest conflicts. However, the topic in question, as mentioned earlier, is quite controversial, it can be said that educating is everyone's duty and that the three pillars: school, family and community must walk hand in hand.

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4. RESULTS AND DISCUSSION

SCHOOL CONFLICT AS A FORM OF LEARNING

In Brazil, violence has been providing an impasse in teaching and learning, where it has been dealing with great difficulty in the school environment that 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 daily school life 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 in general. The other and no less common are those conflicts that, even though they happen

outside the school domicile, are inserted in this environment and end up negatively influencing social life (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. He shows us that when we live in a world without escaping from the reality that surrounds us, we are 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 daily life. For this to be possible, some relevant points must be questioned and observed, such as how:

At some point has violence been part of your daily life?

In your 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 conflictual, undesirable and sometimes out-of-control situation. And also, how we could pacify this moment, so that none of the parties are harmed, and that the coexistence 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 coexistence. However, before promoting knowledge and learning, the school has the obligation to teach its students the concept of citizenship, what their rights and duties are in the school environment, and to 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 may endanger their physical and mental integrity.

In the past, schools were seen as an institution of knowledge whose main function and 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, perhaps, are beginning to develop their self-confidence and personality, thus seeking improvements in the educational environment (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 that they also learn to live in a group in an environment of peace. However, children will have to understand the need for good educational practices by 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 on, 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 wait for the punishment that is already so common (to deprive themselves of something, or the case to reach 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 his life.

CONFLICTS AND MEDIATIONS FROM A PHILOSOPHICAL POINT OF VIEW

The history of education is marked by methods that seek above all to correspond to the time in which it is inserted. Education uses methods that seek to correspond to the spirit of modernity and the search for the constant approximation of the subject with his object of study. In it, this assumption is visible in the face of the approximation of teacher and student. The student is seen as a living being and vice versa; thus, the teacher becomes a mere interventionist in the sense of encouraging the student to think critically and analytically about situations and facts (SILVA, 2017).

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According to him, the role of the teacher is understood in different ways and in different ways throughout history within each methodological approach to teaching. In recent times, however, two fundamental roles of the teacher have been highlighted: mediation and intervention. These roles may not be so clear in pedagogical studies, which is why it is so necessary to study them in depth so as not to fall into the common sense that mediation is the teacher carrying knowledge and simply transmitting it in an interventionist way, that is, without the slightest respect for the history and knowledge of those to whom he teaches.

Through the perspectives mentioned in the text above, it would be of paramount importance to emphasize that the mediation process is not just about learning, it encompasses a much more macro look, and in turn is a variant of a social and cultural scenario. The mediator teacher must take into account social variants that establish a link in the students' experience,

and above all have the sensitivity to understand conflicts as the basis of human anthropology (BERNARDES, 2017).

Thus, according to him, we understand that conflict is a fundamental key to understanding facts and man's relationship with society, since it is inserted with respect and dynamism. On the other hand, the non-constructive effects establish a harmful relationship to the learning environment, in this context the presence of violence is very common, resulting from the diversity of values and habits.

However, another interesting fact will be to understand that, if it is only the content given in the classroom that the child needs and to what extent the teachers are prepared to deal with any problems of everyday life. This issue has been frequent in the school environment, leading the teacher to inquire what changes have occurred in the school in the past years, and to relate these changes to the current school. Because conflicts are always related to violence and indiscipline, and these to pedagogical practices (SILVA, 2017).

Therefore, still in his thought, several points are related to this type of behavior inside and outside the school environment, of which we highlight the media that transmits and instigates the conflicting situation that enters our home as if he lived there, sometimes even being in evidence, causing a negative impact on the student's development, as it causes reflections on his behavior and still makes him think that he can act in such a way.

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According to Saviani (2007) this issue is related to the failure in education in past years, where children did not attend school even though they were in the age group. Education has changed over the years and the teacher, being aware that he should be increasingly trained, including to deal with conflicting situations that the child carries with him, it would be up to him to encourage the child to have autonomy, but this initiative was not very successful.

However, time passed and the idea of creating methodologies to achieve the objectives emerged, which was also not very successful, thus generating school dropout and repetition, all this caused great controversy for not having been able to reduce inequality between society until then, and this is also considered a cause of conflict generation, people living in different environments with various conflicting situations.

MEDIATION FROM A PEDAGOGICAL POINT OF VIEW

The education process has always been marked by difficulties, something that is due to social factors that come to be 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).

Also according to her, the role of the school is, through pedagogical projects, to form future citizens for a healthy society. However, among the challenges faced 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 the present day, today education must be permeated mainly by a relationship that, as we have presented, involves a relational attitude, that is, not merely cognitive contact with a goal, but with a person.

Mediation must accompany, respect and understand the student's development, taking into account all the previous knowledge that he or she 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 is based on 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 must stimulate the student's knowledge, to the point of guiding in his 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. Thus giving importance to continuing education.

In this perspective, the institutions prepare themselves in their formation of the educational curriculum, 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 conjuncture of values, everyone is part of an integrating role, whose objective is to educate the student on social responsibility (QUINQUIOLO, 2017).

Now that mediation and intervention are thought of in a properly pedagogical context, there are several definitions, such as the one presented by Vygotsky (2001), for whom the mediator is the one who "helps the child achieve a development that he has not yet achieved alone. In the school environment, teachers and collaborators become true mediators by the way they deal with the conflicting situation". It is true that this definition is somewhat limiting, since it reduces mediation to the classroom relationship. However, it is valid to think of mediation as the process of intervention of an intermediary element in a relationship, that is, everything and everyone constitutes a mediating element.

In fact, the development and learning of each individual occur measured by the experience accumulated by humanity. Therefore, the essential thing 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 instrumentalizing knowledge, making the instrument an end in itself.

In this way, the mediating role of the teacher 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 individualisms. For Freire (1979), the action of the mediator teacher contributes to a thinking society, as the student ceases to be a repository of information and becomes a citizen who reflects. But for this to happen, it is essential that the teacher understands his mediating role, that is, his objective is none other than to provoke development. Therefore, a relationship is established and not something unilateral.

Still, according to him, in this instrumentalization of education, the student spends years studying in a school with the same teacher, but no one knows about anyone. No one knows anyone's story. The relationship is immediate. However, from the moment that mediating relationships are established, it is possible to consider that the school, the student, the teacher and the entire community are mediations to get to know the world, and everyone is part of the process of appropriating knowledge.

According to Machado (2016), in the context of learning, practicing human relations as defined above is fundamental, as several education theorists say; It is the affective

relationships established between students, school community and teacher that affection is the basis of all human relationships. And yet, the teacher's intervention must go through provocation in order to take the student out of his comfort zone and launch him into the world, allowing him to discover his potential. It is at this moment that learning happens.

THE ROLE OF THE SCHOOL IN RELATION TO CONFLICT IN THE FORMATION OF THE INDIVIDUAL

The school has a fundamental and extraordinary role in the formation of an individual's learning, since the school forms great citizens, the child and adolescent present at school goes through enormous transformations and difficulties since they begin their life cycle in living with people who are different from them. At school, they learn to respect and value their friends and teachers without taking into account race, color, religion or even financial condition, leaving aside the prejudice that society has shown at some points in life (QUINQUIOLO, 2017).

Conflicts have drawn a lot of attention from some great authors over the years, where they teach us how to deal with or approach in a safer and more reliable way without causing physical, emotional or psychological damage to our children and young people. Some authors even define school conflict as:

Crises in psychosocial development.

Unconscious dynamics.

Lack of cognitive structure with the present reality experienced by them.

According to Erickson (2020), conflict was seen as a lack of physical and psychological preparation, especially in the family environment, as it facilitated the path by using a methodology that sought to solve the problem developed by the student in his literacy process, taking into account the present reality of each one, developing more effective methods, making children and young people live in a way that they can deal with and face the problems of teaching and learning with more satisfaction and having a great social interaction.

Freud (1896) has a view of conflict as an unconscious dynamic that deals with the human behavior of each one, where it influences the "I". As children and adolescents learn to live the meaning of the "I", they begin to better understand themselves, where they can deal with a conflict without causing harm, and develop physical and verbal aggression among their

peers and teachers, having in themselves a good reasoning and excellent learning throughout their lives.

However, Piaget (1976) defines conflict as a lack of cognitive structure with the present reality in which they live, he here shows us that the lack of structure of the child or adolescent is related to the adaptation of assimilation and accommodation, as Piaget deals with the development of the child's life phase where he goes through several changes taking into account that the child and adolescent assimilate and do not memorize the content Worked.

Each author seeks to know the conflict well with their problems in order to seek the best solution and mediate peacefully, where everyone can live amicably without causing inconvenience. The conflict itself requires passive behavior and attitudes that lead to world peace so that everyone can live in the present society without distinction of color, race or social position.

According to Nunes (2016), the child begins to know the world through school and it is there that he will find the most diverse opinions and people with different ways of thinking. Such thoughts are related to emotions, and emotions related to conflicts, but often at the height of this feeling, decisions are made with disastrous consequences. However, when we manage to exercise control over them, the probability of new achievements is much greater, it is up to the teacher to develop dynamics to work on these feelings

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According to Cunha's (2016) thinking, the mediator teacher should remain neutral through conflict, the habit of listening to the other, feeling what the other feels, valuing the respect and trust of both parties. This mediation should be practiced inside and outside the school environment for greater integration of the school community. It is also emphasized that the school, by establishing conflict mediation, is automatically taking care of its members, establishing a peaceful environment.

FINAL CONSIDERATIONS

According to the research carried out, it is notorious that the term "conflict" always will be present in our lives whatever our choice, that we will live throughout the journey with people who think and act differently, and that such attitudes will not 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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