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.

Palavras-Chave: Conflito. Acolhimento. Mediação.

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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1. 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

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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.

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

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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

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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).

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).

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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.

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.

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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.

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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).

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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.

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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.

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.

SCHOOL ENVIRONMENT AS A WELCOMING SPACE

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

However, creating a school climate needs the involvement of everyone in general, taking into account that the work of management 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).

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

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According to Machado (2017), this interaction between family and school helps a lot the student who has difficulty in disconnecting from the family bond, the guardian must accompany the student for a period of time at school, until he is able to go alone. Therefore, in any school year, teachers are instructed 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 calm and welcoming environment for the child, with this the school starts to have knowledge about the student, identifying possible damage with sequelae and that in the face of the possibility of a beneficial change in their daily life through learning. When classes start, the challenge of the school pedagogue is to socialize and adapt students in the best possible way according to the school routine (MACHADO, 2017).

Also according to her, in their first weeks of class, the teacher must develop activities for the interaction of students, among them, group work is of great value at this stage, since students have a new teacher and new classmates, thus allowing there to be 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 base, the beginning of everything and so other members have been 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 accompanied and had to adapt to these changes, changing its culture, projects, methodology; All to adapt to the new audience that is increasingly present in this space. Families change, and with them their behaviors and thoughts also change and the school has to be ready to welcome them and make them feel welcomed.

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

For Freire (1992), dialogue is still the surest way to form the student, the teacher must be open to listen to what the other has to say and know how to expose his ideas, he will be present in the way he will become a guide, exemplifying facts related to everyday life, sharpening the thinking of the other, 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.

WELCOMING IN EARLY CHILDHOOD EDUCATION

According to Gayardo's (2019) thought, when the child goes through the experience of separation with the family, it involves a lot of emotion, but for this separation not to be painful, the reception must be done in an affectionate way, so that the adaptation is more appropriate. The moment of welcoming is surrounded by a lot of control and understanding involving the entire team that is dedicated to succeeding in the formation of the student.

Still, according to his thinking, insecurity in early childhood education is a major factor when there is reluctance of the family to put the child in school. Welcoming is not just receiving students, it is offering security and warmth, having a pedagogical plan involving the entire school community to minimize the suffering of the forced adaptation process when entering school life, because when their parents trust the school it is easier for the child to feel welcomed and protected.

The main objective of welcoming in early childhood education is the adaptation of children in their first days of life at school, where they will have to learn to live with other people other than their families. Foster care is a process or set of challenges that the person enters or faces in various feelings and anguish during a good part of their life, especially in early childhood education. According to the dictionary, adaptation is an action that results in several factors about human behavior in the environment in which it is found (RIBEIRO, 2020).

According to Gaúcho (2018), adaptation is a moment where there is a transition between the teacher and the child, creating a bond of love, affection and tenderness between them. This welcoming has to have a lot of patience, because depending on the child, he can react in various ways and it takes a long time to get used to the new phase of his life. This fact occurs considering that until that moment the only existing ties were the family ones, and in the act of separating the child feels betrayed and abandoned, demonstrating his feelings through crying.

According to Pastorio (2020), with this situation, the caregiver or teacher has to be well prepared so that he can develop a pleasant welcome for the children, giving their love and attention so that they do not miss their parents so much, developing dynamics through songs and games, among others so that the child is busy and has fun forgetting their parents a little. This welcome will turn into bonds of love where the caregiver or teacher will do their best, making the children feel loved and willing to return each day to school or daycare.

Since early childhood education is the first stage of basic education, it becomes the first contact with the school environment, because of this it is necessary for the family to participate in playing its role in the formation of citizens, it will be in this environment that they will share their affective and non-affective emotions, learn to deal with their egocentric side, and be part of a space that will no longer be the one with the people of the family (CARVALHO, 2016).

According to Fochi (2016), in today's society, welcoming becomes much more controversial, because we have to deal with diversity, a world where differences grow more and more, the exchange of experiences will create expectations of other ways of looking at the world, and it is up to the teacher to provide the child with this moment, this will be of great value for when he or she may have to face conflicts.

Often the adaptation of the child to the school environment becomes a much more difficult stage for the teacher than the teaching of the content itself, so it is necessary to seek resources, dynamics, strategies to adapt the child to the environment in a pleasant and non-forced way; so that she does not think that she is being left there and will be abandoned by her parents or guardians (OLAVO, 2019).

We can also relate early childhood education as the inaugural period of the child in school, because of this early childhood education institutions are increasingly necessary as a complement to the child's education. In view of this fact, it is essential to have a sensitive and loving look at the moment of welcoming (ALCANTARA, 2017).

According to Nascimento (2017), it would be strange to say that for society the child was considered a small adult, who even being independent only needed some care, this thought was mainly given to those children who were used to living only with adults and looked up to them.

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Also according to Alcantara, when they realized that it would be necessary to live with other children for their formation, the idea of early childhood education schools came up, which would be formed to deal with a certain age group and its conceptions. It was then that the first conflicts arose, as they began to live with other children who thought and acted contrary to their actions and thoughts.

THE ROLE OF THE TEACHER AS A MEDIATOR OF CONFLICTS IN EARLY CHILDHOOD EDUCATION

In the face of so many changes suffered over the years, the school is no longer just a place for teaching, but a child's second home. In it, they experience citizenship practices and the teacher began to play an important role as a mediator, guiding the child to be able to resolve their own conflicts. Children often experience conflicts in the family environment, which reflects in aggressive reactions when the situation does not end the way they expected (QUINQUIOLO, 2017).

According to Silva (2019), the practice of citizenship in the school environment makes conflicts less favorable, as the child learns to exercise his right without infringing the rights of others, understanding that duties exist and that they must be fulfilled, as well as the rules that will always be part of their lives. It is known that the earlier the child begins to attend school, the easier it will be for him to live with people who until then were only part of his family, through this interaction there will be learning for both the student and the educator.

Also according to Santos. Ready. Freitas (2017), the school has become the extension of the child's residential domicile in early childhood education, this fact has favorable aspects, when the child learns to socialize with adults and other children, and unfavorable points when the family understands that the obligation to educate and train is the responsibility of the school, this generates conflicts since every conflict originates from a previous experience, It is up to the teacher to extract from these conflicts contents that will help in the teaching-learning process.

LDB No. 9364 portrays that one of the roles of education is to prepare the child for social life, where school will be his first step. However, in his thought Pereira. Cols (2017), highlights that the environment contributes directly to the child's emotional field, since children who live in healthy environments socialize more easily, while in troubled environments they show a certain shyness, or extreme aggressiveness. According to Gramsci (2017), in his book he reports that man creates society, and that only he is capable of manipulating it. Therefore, the school, which is the main part of the pillars of education, we understand that it is through it that the child knows the world and becomes a citizen, it is necessary to discard the idea that in it we will find several conflicting situations, but that through such situations we will open the range of learning even more.

However, in his thought, Sales (2018) reports that environment and interaction are interconnected, one conditions the other and both contribute to children's learning, on the other hand, we must observe how this interaction is occurring and how the child can explore the environment, as this factor arouses their curiosity. We must explore the ludic to have a greater vision of this interaction.

Also according to him, some children behave calmly, others show variation in behavior, because it is at school that they begin to understand the first notions of living in

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society. The teacher, being a mediator, will make this analysis in order to have greater ability to cope, greater ability to face a certain situation.

According to (SILVA, 2018), there are children who cannot easily interact and often in games it is necessary for other children to mediate so that everyone can participate. In view of this, we can see that the child herself, in some situations, plays her role as a mediator, interacting and creating interaction among colleagues.

According to VYGOTSKY (1984), when this interaction is mediated by the teacher, the child develops skills that will be useful for life, for him it is the vision of a larger and more experienced human being, thus being stimulated to deal with challenges by making their own decisions to solve the problem. Children already get to know and experience dialogue

In his thought (SOUZA, 2018) he reports that conflicts are presented through phases of the school period and that the teacher as a mediator is a key player in resolving them, because when this mediation is successfully carried out, the child goes through these phases building his empathy, knowing how to deal with the new because he can live both sides of the situation.

Therefore, according to him, this mediation can happen in various ways and by different human beings as long as the result is satisfactory for all sides, because throughout life there will be conflicting situations in the internal and external world, and both will be the teachings that will occur in the exchange of experiences. With each conflicting situation, a new chance to test what has already been experienced and experience something new.

CONSEQUENCES OF CONFLICT ON TEACHING AND LEARNING

According to Arrúa's (2019) thinking, the fact that children are currently raised without rules established by their parents, when in fact freedom is given in order to escape responsibility, they start to think that they can do anything, that they have the right to everything all the time. When they arrive at school, they are faced with a totally different reality that is difficult to accept, because of this, creating rules for a healthy coexistence requires a whole dynamic on the part of the teacher.

Also according to him, children already bring the absence of home limits, and cannot accept that the rules need to be part of their lives, becoming young people and adults with

this same level of acceptance. Another factor to be considered and quite common is the lack of attention, a disharmonious, unstructured home, where the child feels only as a matter occupying a place in space.

In view of this, we realize that the fact that the child lives in a conflicting environment will reflect on his learning process and he will start to feel socially rejected, to think he is inferior in relation to others and finally think that it is not worth continuing, making himself available to urban violence (SALES, 2019).

However, according to Silva (2018), conflict and violence are not always interconnected, it can come through contrary opinions, comments about a job done, or unintentional injury; where one of the parties will feel the discomfort of the situation. According to Wallonian theory, conflicts can arise exogenously when they occur in the environment in which we live, and endogenously when they occur in the environment in which we live, and endogenously when they occur in the environment in which we live.

In early childhood education, in a positive way, conflicts can be compared to a bridge to identify feelings that are not always demonstrated, so based on this principle, the teacher can help the child to understand the reason for such feelings. Another fact to be considered is that the child at this stage brings out his egocentric side more, as already emphasized by Jean Piaget (2011), involving not only questions of opinion, but also the intention to always be in a prominent place

Also according to Gonçalves (2016), bullying has become a great evidence in relation to conflicts, occurring more frequently in the school environment. Even though it was of English origin, it spread around the world through humiliation and name-calling. The victim is harassed, feels cornered and often keeps the aggressions to themselves, is afraid to reveal and thus generate an even greater conflict. However, its consequences can alter both the psychic and physical sides, since it deprives the victim of experiencing a healthy coexistence.

According to Holz (2019), the violent act can be physical, economic or moral and its consequences can affect the human being in general, leading him to act violently, causing the conflict to end disastrously, which can cause failures in the school context.

In Brazil, violence has become increasingly present and has greater repercussions in the teaching and learning process, where it brings many consequences that are not very good, generating negativity in the teaching and learning of students, as well as in their

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relationships and social life. Faced with this situation, we seek methodologies and resources to mediate between them in the best way, avoiding problems between them. Therefore, it is important for the educator, aiming at the student's school development, to assume the role of mediator by performing activities that can stimulate social interaction, thus avoiding the risk of conflict or more serious violence. Silva (2018), in his thought, describes that the methodology used has to be through a field of study where it can be understood, using practices in the area of social knowledge.

According to Gil (2018), teaching methods will be procedures used to achieve the intellectual knowledge of the students involved in society. The search for conflict resolution has led teachers to dialogue more with their students, thus trying the best way to avoid a conflict, understanding that the best solution is dialogue, aware that this is still the most viable resource for peaceful resolution. The practice of dialogue stimulates social interaction.

5. FINAL CONSIDERATIONS

According to the research carried out, it is notorious that the term "conflict" alwayswill 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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