158 - THE SCHOOL AND SOCIAL INEQUALITY: SOME ISSUES OF SCHOOL VIOLENCE AS A SOCIAL PROBLEM

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INTRODUCTION

The school is located as a meeting place for students who fall into it and society around her. Appears as a link between formal knowledge and the knowledge accumulated historically popular. The school may be linked to a specific social class, being determined by a ruling class or may be in an environment with relative autonomy. At school you learn the rules of good behavior, that is, learn all that is destined to hold, as an example: the rules of morality, conscience professional, the social division of labor.

Popular education is focused on empowering individuals excluded by getting them to develop strategies for coping with difficulties and also to enable closer ties between community life and school. There are programs that create opportunities and spaces to promote citizenship.

This partnership with some programs are important for the development of society, especially the lower classes because it promotes dialogue, cooperation, participation and reducing its idle time, this time, which is being harnessed to the social formation of persons.

Is education the lever for development and progress, this design enhances the school because it gives an absolute autonomy, thus valuing the teachers have acquired theoretical thinking that allows us to think and act.

For Durkheim (1978):

"Education is the action exercised by adult generations on generations that are not yet ready for social life's purpose is to awaken and develop in the child a certain number of physical states, intellectual and moral, claimed by political society as a whole and the particular means that the child, particularly if given. "(p.41)

The school has major functions and indirect. The main ones are: the exposure of facts that are important, nurturing attitudes deemed useful in tasks of learning and helps prepare students for a career. The functions are indirect: the use of the dependence of childhood and adolescence as training for adulthood, promoting the subordination of children and thus prolonging the economic dependency as a result.

Many people understand the teaching of a vocational calling, and apart from the professional world that still would not be tied to any specific social class and serving all without distinction.

Lebanon (1985):

"The teaching is aimed at modifying the human being that which is susceptible of education taken into account human activity sector, from economic and historical relations." (P.128)

By contrast to the previous design, this supports the idea that the function of school is the breeding of social inequality, has domineering and educator, dominant player, a mere employee of the elites.

Education would usefully influence the people who attend and meritocracy with subjects of assessment and school autonomy would not have been entirely conservative, in which case the elite influence on wages, working conditions ...

Mediating the above two concepts have a design that would feature both a conservative and an innovative feature. School education and educators have relative autonomy, is not like the first design that the school is totally independent and not as the second with the School dominated entirely.

There are different conceptions of the relationship between school and society, but that is more directly in our lives and this is the concept that the school has a relative autonomy, where we can enter the school within the society.

Schools are currently placed in a context where the elite influencing the educator to create systems that reproduce social inequality, but it has the power to innovate not only allowing it to produce injustice, but it is also simultaneously capable of functioning as an instrument for change despite being conservative.

Mannhe (1962):

"It would be a mistake to assume that the teacher has freedom to teach what they mean. They are themselves products of a culture and there is what might be called a subculture of educational theory and practice of constraint and approved. "(P.160)

For the current school to be conservative we need the task of matching people to model institutionally placed without losing the tradition brought all these years, but collectively we should give priority to the organization of effective spaces for innovation, because only innovation of the faculty and better performance of the pedagogical task of the student body able to build this space, because teachers who are concerned with the achievement of a society less unjust and exclusive urgent need to think seriously about politics and culture, as socially constructed and can not consider it the only way for general education. Educators who care about the education of society create media that reach all social strata, including the popular class, to try to ensure you a quality education.

Popular education has focused on a pedagogical practice and education aimed at liberating the individuals in excluded and marginalized groups in the peripheries of large cities, fishermen ... Popular educators are beginning to admit that the marginalized and excluded population might be developed various strategies to cope with difficulties, far more than those we usually judge people better and we want to teach them, that were created with designs that adhere to the school in search access to a differentiated education.

Some schools transform your space into a place of living and learning for families who live in communities where these neighborhoods are, thus expanding opportunities for access and facilities for promoting citizenship, interfering with the teaching-learning process that occurs in regular classes of public schools and also promotes reflection on social inequalities, aiming to meet social groups according to their interests and needs, so I encourage the participation of the whole community: parents, students, parents of students, and anyone else who lives near school.

This is to encourage participants to further dialogue, cooperation and participation among pupils, parents, school professionals and society in general, decreased idle time so that there is reduction in violence in the school community as the School vandalism, physical violence and verbal, theft ..." Apud Mochcovitch For Gramsci (1988):

The human need for education to be free, that freedom (intellectual, moral and social) means overcoming the division of society into antagonistic social classes and is effective from access to knowledge and accumulated historically produced and

training of the individual as subjects of their own historical destiny.

One of the challenges faced by people who are involved in school-community partnership is the appreciation of local culture, because most people are very influenced by the media and society who believe that the communities in which they belong has no meaning because normally the persons residing on this site have low education and low purchasing power and often do not legitimize their identity, ignoring even their life stories. Another challenge faced is too much violence outside the school that eventually influenced the violence inside the school.

The violence is in the everyday lives of these people who have to elaborate means to live with it, because episodes of violence are reported with significant intensity, both from the information provided by students and by educators. The biggest problems are the quarrels, assaults, threats and drug use.

For educators the larger problems are verbal abuse, vandalism, threats and intimidation, but still create ways to keep students in class and complain that it is harder every day to their classes. Professionals in public more often to watch these episodes than their colleagues in private network and the phenomenon of violence in schools is directly linked to that crime affects young people in urban areas and in communities that are more pobresb and make requests hiring professionals to care for the safety of people who attend the school. In recent decades, increasing numbers of professionals in education away for psychological reasons caused by violence at school.

To exercise the right to come and go, community residents have to risk losing the right is more precious than life, as in the way of their homes, they are met with gunfire and other violence. In order to gain audience, the media often uses to exploit its sensational facts that refer pain and suffering for the population residing in these spaces.

Solve this complex problem is not an easy task, however, to make these communities reflect on these events and try to get people to see them new ways, ways that sometimes they are invisible, so that the violence appears less constantly. Professionals in public more often to watch these episodes than their peers in private schools. This phenomenon of violence in schools is directly linked to that crime affects young people in urban areas and are in poorer communities. Solve this complex problem is not an easy task, however, to make these communities reflect on these events and try to get people to see them new ways, ways that sometimes they are invisible, so that the violence appears less constantly.

The result of the Brazilian educational system is far below expectations and the school should focus on strategies to meet the challenge of reducing inequality and violence in and around it. One of the activities would provide students with extra-low-income assistance, as many studies in Brazil consider only the quantity but educational comparisons, but the quality is not decisive in income. Do not just transfer money to the poorest, to solve this complex problem is the way to change the structure of inequality.

To try to reduce inequality in education the government should improve the recovery system for pupils with learning difficulties and standardizing the evaluation criteria. But for this to work, the student should be constantly evaluated and it does not. The realization of effort and too many students without a sense or ententendimento by teachers may result as a reaction, moments of aggression and violence.

The occurrence of school violence is not constituted as a recent phenomenon, but today has become a social problem, and an important object of reflection.

We know that violence is historical, predictable, does not show up one time to another because it is socially constructed. (Marra, 2007, p.54)

The root of violence is in their family. Often, parents have no time to accompany their children for work and ends up giving the school a duty to educate. Involvement with drugs also increases the aggressiveness of young people who use it as an outlet for troubled social life (Sebastian Everaldo de Souza, 2008).

The inversion of social values worsens the situation because there is no family interaction and when the school tries to do something to try to assume this role, parents react badly. Education is a process of transformation of the individual and society, the school can not be isolated. So now you can fight for enrolling and staying in school from those who are always on the verge of exclusion.

According to Guimarães (1996):

"We can not exempt the school as if the violence was only on the outside. Pointing parents, family structure, economic structure as being responsible for cruelty among children (...) violence that is generated inside the school, not only because it is an institution homogenizing, controlling ... but also because it is the expression of groups in permanent conflict. " (P.81).

The aspects that need to be present between the school and some programs are options for culture, leisure, health and education to expand that partnership to offer so they are always thinking positive and hoping that their lives will improve and that one need not go over anyone to achieve their dreams and the importance of not giving them up because they can deliver for them and establish a commitment to that community about the influences of family and friends in the construction of racism, prejudice and discrimination, and thus boost confidence in another respect, to treat others as they would like to be treated. There are daily difficulties along the way, but only with much resistance and perseverance they can overcome these situations.

According Chatier (2005):

"Good students of popular media, thanks to its docidade who adopt the belief of the school and can take ownership of it, so can earn money and become teachers, engineers or doctors, but the price is high: the school does not deny their origins of the TEACH-to be ashamed of their parents, makes them forget or reject anything they broadcast. "(p.16)

It is also necessary that each one acquires the ability to expose their opinion and not be silent through the obstacles and have abilities to work collectively towards an improvement in their community and they have the sensitivity to take care of everything in it as there are : school, squares, parks ...

Many knowledge that need to be mobilized for a project to succeed, we must first have a lot of willpower and be ready for the new event to come mainly from issues related to prejudice, discrimination, racism, sexuality, and violence, because we deal with people from the infant stage until adulthood. We must try to develop ways to help these adolescents to an uncertain future since many of them deviate from the prevailing cultural practices, have difficulty socializing, early use cigarettes, drugs and alcohol, have histories of antisocial behavior, engage in fights constantly, has a depressed mood, lack of guilt, vandalism, low academic achievement and still come out of school for lack of interest in what is related to social norms and rules.

According to Marra (2007):

"It is known that the intimidation to which people are subjected in school produce some serious identity crisis, generating feelings of abandonment, and impunity, not rare, social isolation, suicide and disease". (P.54).

Many of these characteristics are common among adolescents belonging to poor communities, but we need to work towards a radical change in this environment.

The violence reflects the difficulty that the adolescent experiences and connecting the drive and object, the prospect of entering a relationship of desire. Often it leads to an inability to create the psychic space necessary to meet the other.The adolescent violence is fundamentally an expression of threat both internally (in particular the attack emanating from the internal objects of attack, which the teen feels victim) as coming from external objects (the environment, but sometimes your own body

pubescent). (. Marty, 2006)

These undesirable results have to be changed and that's why we use the idle time of community residents to create bonds of affection in interpersonal relationships and provide opportunities to innovate their daily life because the social conditions in which these families are low income can result in low levels of affection and widespread indifference and that is not expected. How many people who have been influenced by these factors, also have many others who continue to struggle against the indifference and social inequality, and believing in the future with the hope that this will change, encouraging them to undertake collective actions in a systematic and organized they have the capacity to produce scientific knowledge that can intervene in their academic life and allowing absorb the impact of public policies in areas popular receiving financial support and methodology.

The school is one of the tools of society to promote socialization in addition to being an essential source of information and knowledge, developing a pedagogical task in the interest of building a society less unjust and exclusive. The school appears as a link between formal knowledge and meeting various folk knowledge while developing and building partnerships is to further approximate the School of society.

There are many challenges faced by community residents, but the violence and social inequality are the largest and most complex problems to be solved because these episodes are reported with a significant intensity. Solve this complex problem is not easy, but we should try to change this situation to try to block the growth of these problems presented and give a new way to stay in school that are always on the verge of exclusion.

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THE SCHOOL AND SOCIAL INEQUALITY: SOME ISSUES OF SCHOOL VIOLENCE AS A SOCIAL PROBLEM

ABSTRACT:

The school is an institution that serves to socialize the individual and is the meeting point between students and society. There are different perceptions between school and society, but that is more dirertamente and present in our lives is the concept that the school has a relative autonomy, where we can enter the school from within the society. Educators who care about the education of society create media that reach all social strata, including the popular class, to try to ensure you a quality education. Popular education in this society we live in, is seen as unimportant, valueless, taken as a challenge. One problem faced by the very popular class is the violence outside the school that eventually influenced the violence inside the school. The violence is in the everyday lives of these people who have to elaborate means to live with it, because episodes of violence are reported with significant intensity, both from the information provided by students and by educators. The biggest problems are the quarrels, assaults, threats and drug use. For educators the larger problems are verbal abuse, vandalism, threats and intimidation. Professionals in public more often to watch these episodes than their peers in private schools. This phenomenon of violence in schools is directly linked to that crime affects young people in urban areas and are in poorer communities. Solve this complex problem is not an easy task, but we should try to change this situation to try to block the growth of these problems presented and give a new way to stay in school that are always on the verge of exclusion.

KEYWORDS: School violence; educational policies; social inequality; School inclusion/exclusion

L'INÉGALITÉ SCOLAIRE ET SOCIALE: QUELQUES PROBLÈMES DE VIOLENCE À L'ÉCOLE COMME UN PROBLÈME SOCIAL

RÉSUMÉ:

L'école est une institution qui sert à socialiser l'individu et est le point de rencontre entre les étudiants et la société. Il y a des perceptions différentes entre l'école et la société, mais qui est plus dirertamente et présent dans nos vies est le concept que l'école dispose d'une autonomie relative, où nous pouvons entrer dans l'école au sein de la société. Les éducateurs qui se soucient de l'éducation de la société de créer des médias qui atteignent toutes les couches sociales, y compris la classe populaire, pour essayer de vous assurer une éducation de qualité. L'éducation populaire dans cette société où nous vivons, est considérée comme sans importance, sans valeur, pris comme un défi. Un problème rencontré par la classe très populaire est la violence à l'extérieur de l'école qui a finalement influencé la violence à l'intérieur de l'école. La violence est dans la vie quotidienne de ces gens qui ont à élaborer des moyens de vivre avec elle, parce que les épisodes de violence sont signalés avec une intensité importante, tant à partir des informations fournies par les étudiants et les éducateurs. Les plus gros problèmes sont les querelles, les agressions, les menaces et l'usage de drogues. Pour les éducateurs sont les grands problèmes sont la violence verbale, le vandalisme, de menaces et d'intimidation. Les professionnels en public plus souvent de regarder ces épisodes que leurs pairs dans les écoles privées. Ce phénomène de la violence dans les écoles est directement liée à ce crime affecte les jeunes dans les zones urbaines et dans les communautés pauvres. Résoudre ce problème complexe n'est pas une tâche facile, mais nous devons essayer de changer cette situation pour tenter de bloquer la croissance de ces problèmes présentés et de donner une nouvelle façon de rester à l'école qui sont toujours sur le point de l'exclusion.

MOTS CLÉS: Violence à l'école. politiques éducatives. inégalités sociales. École inclusion/exclusion

LA DESIGUALDAD ESCOLAR Y SOCIAL: ALGUNAS CUESTIONES DE LA VIOLENCIA ESCOLAR COMO UN PROBLEMA SOCIAL

RESUMEN:

La escuela es una institución que sirve para socializar a la persona y es el punto de encuentro entre estudiantes y la sociedad. Hay diferentes percepciones entre la escuela y la sociedad, pero que es más dirertamente y presente en nuestras vidas es el concepto de que la escuela tiene una autonomía relativa, en el que podemos entrar en la escuela desde dentro de la sociedad. Los educadores que se preocupan por la educación de la sociedad crear medios de comunicación que llegan a todos los estratos sociales, incluyendo la clase popular, para tratar de garantizar una educación de calidad. La educación popular en esta sociedad en que vivimos, es visto como algo sin importancia, sin valor, tomado como un reto. Uno de los problemas que enfrenta la clase popular es la violencia fuera de la escuela que a la larga influyó en la violencia dentro de la escuela. La violencia está en la vida cotidiana de estas personas que han de elaborar los medios para vivir con ella, debido a episodios de violencia se presentan con una intensidad significativa, tanto de la información proporcionada por los estudiantes y los educadores. Los mayores problemas son las peleas, agresiones, amenazas y uso de drogas. Para los educadores de los problemas más grandes son el abuso verbal, vandalismo, amenazas e intimidación. Profesionales en público con más frecuencia para ver estos episodios que sus pares en las escuelas privadas. Este fenómeno de la violencia en las escuelas está directamente vinculada a la delincuencia afecta a los jóvenes en las zonas urbanas y en las comunidades más pobres. Resuelva este problema complejo no es una tarea fácil, pero debemos tratar de cambiar esta situación para tratar de bloquear el crecimiento de estos problemas que se presentan y dar una nueva forma de permanecer en la escuela que siempre están al borde de la exclusión.

PALABRAS CLAVE: Escuela de violencia; políticas educativas; desigualdad social; Escuela de inclusión/exclusión

A ESCOLA E AS DESIGUALDADES SOCIAIS: ALGUNS APONTAMENTOS DA VIOLÊNCIA ESCOLAR COMO UM PROBLEMA SOCIAL

RESUMO:

A escola é uma das instituições que serve para socializar o indivíduo e encontra-se como ponto de encontro entre alunos e a sociedade. Há diferentes concepções entre escola e sociedade, mas a que está mais dirertamente e presente em nossas vidas é a concepção que a escola tem uma autonomia relativa, onde podemos inserir a escola do interior da sociedade. Os educadores que se preocupam com a educação da sociedade criam meios que atinjam todas as camadas sociais, inclusive a camada popular, para tentar garantir-lhe uma educação de qualidade. A educação popular, nesta sociedade em que vivemos, é vista como sem importância, sem valor, considerada como um desafio. Um problema muito enfrentado pela classe popular é a violência fora do espaço escolar que acaba influenciando a violência dentro da Escola. A violência encontra-se no cotidiano dessas pessoas que tem que elaborar meios de conviver com ela, pois episódios de violências são registrados com significativa intensidade, tanto a partir da informação oferecidas por alunos como pelos educadores. Os problemas maiores são as discussões, agressões físicas, ameaças e o uso de drogas. Para os educadores os problemas maiores são as agressões verbais, depredações, ameaças e intimidações. Os profissionais da rede pública assistem com maior freqüência a esses episódios do que seus colegas de rede privada. Esse fenômeno de violência em meio escolar esta diretamente ligada à criminalidade que atinge os jovens em áreas urbanas e que estão nas comunidades mais pobres. Solucionar esse problema tão complexo não é uma tarefa fácil, mas devemos tentar mudar essa realidade para tentar barrar o crescimento desses problemas apresentados e dar uma nova forma a permanência na escola daqueles que estão sempre à beira da exclusão.

PALAVRAS-CHAVE: Escola de violência. políticas educacionais. desigualdade social. Escola de inclusão/exclusão.