14 - SCHOOL VIOLENCE : CONTRIBUTIONS OF PROFESSIONAL PHYSICAL EDUCATION

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There are, at present, an alarming increase in violence in schools, which is expressed in different settings: schools invasions, rapes, murders, among others. In addition, there is greater visibility of this phenomenon, because of its placement in the media.

According Chauí (2001) violence is all acts using force to go against the nature of a being, is any act of force against the spontaneity, the will and the freedom of someone (coerce , embarrass , torture , brutalize); every act violation of the nature of someone or something positively valued by society, and every act of transgression against someone or society defines as fair and as a right.

In this context, violence is an act of brutality, physical abuse and or mental against someone and features social and interpersonal relations defined by oppression and intimidation, fear and terror, which is opposed to ethics because it deals with rational and sensitive beings, endowed with speech and freedom as if they were things, turning them into mindless, insensitive, dumb and inert or passive.

For Adorno and Cardia (1999), violence in Brazil has always been rooted , institutionalized and positively valued in resolving differences and conflicts between genders, social classes, ethnic groups, properties, wealth and privilege, being committed to the society as a key element in social relations , constituting the fabric of Brazilian society, involving citizens and institutions (schools, family, work , police, prisons, etc.).

The episodes of school violence are classified as: violence , against and from school. Violence at school happen at school, or not linked to the activities of the institution. The violence against the school is related to the nature and activities of the institution; takes the form of aggression to shareholders and the authorities of the school (teachers, principals and staff) and, in general, stems from resentment of student (s) and certain families , and may be related to school violence. The school violence is institutional , symbolic , manifested by institutional organization (Charlot, 2000).

By studying the forms of violence (mental , physical, social, psychological, etc.), We observe that the formulation of paradigms, depending on the area of intervention and their specificity, lead to different interpretations. This understanding of polysemy refers to numerous guidelines, influencing the construction of professional actions of the individuals involved. In this context, we believe that education is a challenging topic in any respect, especially when associated with adolescence and formal education.

On data provided by UNESCO (United Nations Educational, Scientific and Cultural Organization), in Brazil, about 60 % of young people aged 14 to 19 years have experienced some kind of violence at schools (Taquette , 2007).

In this context, we can see that violence is part of a broad system of oppression , becoming a complex problem.

The massification of education increased the number and profile of students with whom the school is not prepared to handle, leading to a destabilization of their domestic law , its objectives , goals and assumptions. Some authors like Burguet (2003) and Tavares dos Santos (2001) argue that conflict and violence arise from the denial of the word and dialogue within the school.

We believe that an issue of concern in education is to promote the construction of subjects with democratic consciousness and as the author of his personal and professional biography , which features one of the great challenges of education in contemporary society and globalized.

To Chrispino and Dusi (2008), school violence is systemic and complex , this perspective is not reasonable to expect it to be outweighed by specific actions and spasmodic moved by the commotion of a fact that hurts the most striking social sensitivity.

The ways in which violence has become visible if the apparent antagonism between parts and whole, between individual and society, between individual and small group . Tells us that we can not understand a complex system according to reductionist thinking, ie, understand the whole only from the separation, simplification and reduction of parts. Nor can we overlook the parts rather than a homogeneous whole.

Dubet (2002) points to the decline of school because his actors are subjected to contradictory logics , should fit the plural rationalities: crop production , pursuit of citizenship and multiple identities . In this perspective, there is need for a deepening of school experiences alongside other social institutions, particularly the family.

To understand how physical education professionals today, specifically, can exercise their political engagement and their technical / affective on the phenomenon of violence , the reading of Gramsci (1964) may facilitate the understanding of the new form of political commitment to the educator and intellectual , in general, need to practice.

The interest of Gramsci (1978) by education and school develops at the same time he extends his study of the capitalist state and breaks with the dominant theories in the socialist movement , according to which the ideas were unimportant, only one product of the rule of capital . It is developing the educational principle that Gramsci formulates the notion of unitary school.

Thus, taking the school institution as a body , we make use of words Enriquez (1997, p . 81) stating that for social psychology " (...) the organization appears as a modality specific and transient structuring and incarnation of the institution. "Thus, if the institution is the place of power, the organization will be the place of authority systems (the division of powers , responsibilities. When considering how to structuring organizations that seek to place the order everywhere, they seek to channel the life drive (or all the creative impulses of individuals) towards productive work and organizational objectives. (...) "Always adopt the values efficiency and , sometimes , dynamism and change. Then try to put into operation the connection process favoring cohesion and harmony (...)" (1997, p. 126).

The organization is a living reality, in which subjects live their desires affiliation , are intended to achieve your projects and link to the work of singular form, is a cultural system , and symbolic imagery which highlights the understanding of the role of the subject, the group processes, building his social imaginary and its value system (Enriquez, 1997).

From the foregoing, it is clear that when studying school violence needs to have a look for educators and students in their entirety, in the other words, as being bio -psycho - social, just as the school organization must be systematically evaluated and reconsidred.

On ways to cope with school violence , conflict mediation may constitute one of the proposed pacification of the school from a practice of negotiation established within the school , especially in the groups of pupils through, for example, the idea of peer mediation to create responsibilities and to meet the needs of young people by developing a supportive environment , humanistic and cooperative , which is a proposed intervention possibilities of Physical Education professional.

The job of Physical Education should focus on the resistances , which can also be the place of change. It is a work of analysis in organizational and group levels seeking changes not only in structure but also in the habits , attitudes , mindsets and psychological processes. The privileged material on which to do the work of the professional physical education are characterized by the words and behavior , can lead to feelings, anxieties, fears, joys and desires.

We considered that the sense of production can be captured in educational practices, understood as what men do in their daily lives. When we think that this practice is the very human production in all instances (psychological, cultural, political, etc.) And are expressed in behaviors in the school environment, it seems pertinent to situate theories and practices that produce subjectivities and thus producing psychosocial reality.

Study on violence makes professional to turn to the role that individual and institutional desmpenha in its prevention and its coping, which refers to their understanding as subjects in this context.

For Foucault (1995), the subject can mean someone by control and dependence, and tied to his own identity by a conscience or self-knowledge , which suggests a form of power that subjugates and makes subject to something or someone.

According to Guattari (1992), subjectivity is produced by instances of individual, collective and institutional, in the case of a production plural non-deterministic , where the different semiotic registers do not maintain hierarchical relationships mandatory fixed or definitive. The components of the production of subjectivity are multiple and involve since manifested through family , education, environment , religion , art , sport and even elements manufactured by the media .

Interpersonal conflicts among actors in educational institutions (teachers , students and staff) and the contradictions that exist in the structuring of pedagogic practice , often express contradictions experienced in the subjective sense , which can be explicit or stay in the symbolic field.

Undoubtedly these power relations in school spaces embody either by direct actions and authoritarian , or by devices invisible , expressed through violence in school. Power relations that ultimately capture singularities and inventive processes enhancers transformations.

The work of the thinker Portuguese Boaventura de Souza Santos (2001), to suggest multiple possibilities on different fields like : paradigm crisis in modernity, postmodern science , democratic formation of subjectivities and racial democracy, such issues relating to education in contemporary and the phenomenon of violence. Their work has as main contribution , a content emancipation and in particular education as transforming society. His concern is thinking educational institutions as democratic environments that contribute to the formation of social subjects belonging to the school while participating citizens considering other ways of knowing not manipulative established by the great hegemonic centers.

In this perspective, we understand that physical education teachers in their professional practice, can exercise the ability to interact becoming more democratic institutional environments and submerged in the world of affectivity.

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SCHOOL VIOLENCE : CONTRIBUTIONS OF PROFESSIONAL PHYSICAL EDUCATION

ABSTRACT

This brief outline of the theory about school violence dialoguing with education and the professional practice of physical education , allowed us to identify how this professional can help in preventing and coping with the violence in and against the school . Conflict mediation can be one of the proposals to pacify the school space from a practice of negotiation established within the school , especially in the groups of pupils , through the idea of peer mediation , in order to create possibilities interaction among students by developing a supportive environment , humanistic and cooperative , so that the actions of this person may be directed to a culture of peace and emancipatory actions, knowing that these actions have to be in harmony with the proposing institutio, articulated with the government.

KEYWORDS : School , Violence , Physical Education

LA VIOLENCE D'ÉCOLE : CONTRIBUTIONS DE L'ÉDUCATION PHYSIQUE PROFESSIONNEL

RÉSUMÉ

Ce bref aperçu de la théorie sur la violence à l'école en dialoguant avec l'éducation et la pratique professionnelle de l'éducation physique , a permis d'identifier comment ce professionnel peut vous aider à prévenir et à faire face à la violence dans et contre l'école . La médiation des conflits peut être l'une des propositions pour pacifier l'espace scolaire d'une pratique de

négociation établie au sein de l'école, en particulier dans les groupes d'élèves , à travers l'idée de dialogue entre pairs , afin de créer possibilités d'interaction entre les élèves en développant un environnement favorable, humaniste et coopérative , afin que les actions de cette personne peuvent être dirigés vers une culture de la paix et des actions émancipatrices , sachant que ces actions doivent être en harmonie avec l'institution proposant , articulée avec le gouvernement.

MOTS-CLÉS: école , la violence , l'éducation physique

VIOLENCIA ESCOLAR : APORTES DE LA EDUCACIÓN FÍSICA PROFESIONAL

RESUMEN

Este breve esbozo de la teoría sobre la violencia escolar dialogar con la educación y la práctica profesional de la educación física , nos permitió identificar cómo este profesional puede ayudar a prevenir y hacer frente a la violencia en y contra la escuela. Mediación de conflictos puede ser una de las propuestas para pacificar el espacio escolar desde una práctica de negociación establecido en la escuela, especialmente en los grupos de alumnos , a través de la idea del diálogo entre iguales , con el fin de crear posibilidades de interacción entre los estudiantes mediante el desarrollo de un ambiente de apoyo , humanista y de cooperación , por lo que las acciones de esta persona pueden ser dirigidas a una cultura de paz y acciones de emancipación , a sabiendas de que estas acciones tienen que estar en armonía con la institución proponente, articulado con el gobierno.

PALABRAS CLAVE: escuela, Violencia , Educación Física

VIOLÊNCIAS ESCOLARES: CONTRIBUIÇÕES DO PROFISSIONAL DE EDUCAÇÃO FÍSICA

RESUMO

Esta breve delimitação teórica acerca das violências escolares dialogando com a educação e a atuação do profissional de educação física, permitiu-nos identificar o quanto este profissional pode contribuir na prevenção e enfrentamento das violências da, na e contra a escola. A mediação de conflitos pode se constituir uma das propostas de pacificação do espaço escolar a partir de uma prática de negociação instaurada no interior da escola, em especial nos próprios grupos de alunos, por meio da ideia de diálogo entre os pares, de forma a criar possibilidades de interação entre os alunos, mediante o desenvolvimento de um ambiente solidário, humanista e cooperativo, de modo que, as ações deste profissional possam ser dirigidas a uma cultura de paz e ações emancipatórias; sabendo-se que estas ações têm que estar em harmonia com a instituição proponente, articulados com o poder público.

PALAVRAS-CHAVE: Escola; Violência; Educação Física