

**VERBAL VIOLENCES IN PROFESSOR-STUDENT RELATIONS: CONFLICTS,
CONFLICTUALITIES AND SOCIAL RECOGNITION**

***VIOLÊNCIAS VERBAIS NAS RELAÇÕES PROFESSOR-ALUNO: CONFLITOS,
CONFLITUALIDADES E O RECONHECIMENTO SOCIAL***

***VIOLENCIAS VERBALES EN LAS RELACIONES PROFESOR- ALUMNO:
CONFLICTOS, CONFLICTUALIDADES Y RECONOCIMIENTO SOCIAL***

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ABSTRACT: This article aimed to understand how situations of violence occur in teacher-student relations, in the view of elementary school students (cycle II), in a full-time education school. As a methodology, an intervention research was developed, with workshops using art to listen and understand relationships in the classroom. With the analyses it was noticed that social recognition was essential and provided the school with the function of socializing relationships in their daily lives, with citizen and democratic education; the authoritarian form of some teachers led to generational conflicts, as it did not take into account the wide connection of different students and their differences; authoritarianism at school intensified symbolic violence, establishing tensions in humiliated and sometimes violent students; finally, the school sound landscape and the types of situation that occur in its collective spaces, a potential for transformations in relationships was perceived, taking social conflicts as positive.

KEYWORDS: School violence. Teacher-student relations. Conflicts. Social recognition. Research-intervention.

RESUMO: *Este artigo teve como objetivo compreender como as situações de violência ocorrem nas relações professor-aluno, na visão de estudantes do Ensino Fundamental (ciclo II), em uma escola de ensino integral. Como metodologia desenvolveu-se uma pesquisa-intervenção, com ateliês utilizando a arte para ouvir e compreender as relações em sala de aula. Com as análises percebeu-se que o reconhecimento social foi essencial e propiciou à escola a função de socializar as relações em seu cotidiano, com formação cidadã e democrática; a forma autoritária de alguns docentes propiciou conflitos geracionais, pois não levou em consideração a ampla conexão de diferentes estudantes e suas diferenças; o autoritarismo na escola intensificava as violências simbólicas, estabelecendo tensões nos discentes humilhados e, por vezes, violentos; por fim, na paisagem sonora escolar e nos tipos de situação que ocorrem em seus espaços coletivos percebeu-se um potencial de transformações nas relações, encarando os conflitos sociais como positivos.*

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PALAVRAS-CHAVE: *Violências escolares. Relação professor-aluno. Conflitos. Reconhecimento social. Pesquisa-intervenção.*

RESUMEN: *Este artículo tuvo como objetivo comprender cómo las situaciones de violencia ocurren en las relaciones profesor-alumno, en la visión de los estudiantes de primaria (ciclo II), en una escuela integral. Como metodología, se desarrolló una investigación de intervención, con talleres que utilizan el arte para escuchar y comprender las relaciones en el aula. Con los análisis se percibió que el reconocimiento social era esencial y proporcionaba a la escuela la función de socializar las relaciones en su vida cotidiana, con formación ciudadana y democrática; la forma autoritaria de algunos maestros propiciaba conflictos generacionales, porque no tenía en cuenta la amplia conexión de los diferentes estudiantes y sus diferencias; el autoritarismo en la escuela intensificaba la violencia simbólica, establecer tensiones en estudiantes humillados y a veces violentos; finalmente, en el panorama sonoro escolar y en los tipos de situaciones que ocurren en sus espacios colectivos, se percibió un potencial de transformaciones en las relaciones, considerando los conflictos sociales como positivos.*

PALABRAS CLAVE: *La violencia escolar. Relación profesor-alumno. Conflictos. Reconocimiento social. Investigación-intervención.*

Introduction

This text was derived from observations and dialogues with the students during a research-intervention carried out in a Basic Education school, with reflections on the theme of violence. The discussions are triggered from the point of view of the students of Elementary School - cycle II, of a state school of full time education, in the countryside of São Paulo/Brazil, in the cutout of the conflicting relationships with teachers; with the hypothesis that the student is a victim, but also a protagonist of violence in the school environment.

We searched, at first, for theoretical references about situations of school violence from the perspective of four authors: Dubet (1994) and the sociology of experience; Honneth (2003) and social recognition; Simmel (1977; 1983 and 2006) and the concept of social conflicts; Tavares dos Santos (2009) and the conception of the sociology of conflicts. The choice of these authors was punctuated by the impact of their studies on the globalization of social problems - as is the case of social and school violence -, but at no time was there the intention of making an interrelationship between the theories or a comparison between the authors, even because they establish their concepts in different times and places.

Education is a dynamic process, so it will always be in continuous transformation, and so will educators and students. Education provides the means to structure an internal construction - which can be positive or negative, depending on the direction of pedagogical practices - of the subjects, especially when it sustains a democratic environment in which all

voices can express their truths and particularities - with the possibility of criticism, opinions, and creativity in the educational sphere. The objective of this article was, based on this theoretical contribution, to analyze school violence as a multifaceted social phenomenon, therefore, broad and, at the same time, particular - according to the place and the subjects - with special attention to conflict situations, especially in the relationships between teacher and student, under the perception of the students.

Theoretical references

To understand how conflicts and violence occurred in teacher-student relationships, as mentioned before, four different theories were used: the sociology of experience; social recognition; social conflicts; and conflictualities.

According to the French sociologist François Dubet (1994), the *sociology of experience* focuses on reflections about different generations and their social and practical experiences. The various transformations that have occurred in capitalist societies - especially the influences of technology on the economy, politics, culture, and education - have provided a diversity of logics of action, as well as the demands of each person's individuality, in unequal proportions.

In this regard, much more than the influences of the immediate surroundings, there are the influences of a globalized world, whose borders, values, and scope related to the ways of thinking, desiring, and acting are extended by new communication and interaction technologies with the virtual world. This action provided by the internet and social networks connects the subjects in real time and interferes in the construction of subjectivity, thus, different generations appropriate the cultural and social principles in a heterogeneous, singular way.

Beyond the school, educators and students are part of several virtual worlds that exert influence on their subjectivities - based on norms and values - and also on the school daily life. The author states (1994) that it is precisely in the exercise of these experiences that conflicts arise. Something that was taken into account in this research.

or the philosopher Axel Honneth (2003) - linked to the Critical Theory tradition - the theory of *social recognition* points to the intersubjectivity existing in community life as an important source of subject formation in and for collective life. Based on Hegel, the author (2003) understands that social recognition positively attributes value to another subject or social group, whose values, beliefs, ways of seeing, conceiving, and being in the world are respected.

Honneth (2003) also finds, in the social psychology of Mead (1972), the process of reciprocal recognition between subjects. Thus, there are two fundamental points:

intersubjective recognition - a determining factor in the formation of identity and in the evolutionary process of society - and the recognition of subjects - the struggle for social recognition. Having as a premise the respect for differences, social recognition becomes fundamental in the moments of daily conflicts at school, since recognizing the other as an equal subject - even being different in his particularities - provides the school with a socializing role of citizen and democratic formation.

According to the German sociologist George Simmel (1977; 1983; 2006), the sociological theory of social conflict treats conflicts as positive events for society. The author states that social conflicts represent an interaction between subjects and groups, and can provide alternatives for the equalization of problems in society. It is an approach that analyzes all kinds of situations that occur in collective life, with the potential for transformations in relationships and as a factor for reconstruction and social restructuring.

We call social conflicts the situations which arise from differences between the thoughts and opinions of the subjects, that is, they refer to the diverse character, the motivations for action, and the perceptions related to values. Even adopting an optimistic perspective on social and school conflicts, we know that these can become spaces of production and reproduction of violent actions.

To think that school conflicts will always exist, since rules and hierarchies are opposed to the students' individual wills, means to include democratic perspectives in the school's organizational culture; otherwise, the tendency is to increase even more disagreements and violence.

For the sociologist José Tavares dos Santos (2009), the sociology of *conflictualities* arises from two social problems: crime and violence. According to Santos (2009), the sociology of conflict is an explanatory paradigm that seeks to understand social practices considered violent and that are characteristic of modern Western society. From the recognition of social processes and conflicts - as historical and temporal phenomena - Santos (2009) elaborates a relational perspective in which social classes and groups are practical and symbolic constructions positioned in the social structure.

This point of view includes the existence of violence in the socio-political sphere, but also in everyday life, such as: gender, homosexuality, racism, etc. These are present in all social spaces and project their reflections at school, which can be seen in the general set of actions of students, families and school staff (managers, teachers, employees).

When understanding the issue of conflicts, in the perspective of authors such as Simmel (1977; 1983; 2006), Honneth (2003) and Dubet (1994), it is understood that there are moments

of tension, but these allow the recognition of the other in its singularity, at the same time that through constructive dialogue they become the engine of new social arrangements. Violence, on the other hand, which is present in social reality and also in everyday school life, refers to situations of oppression and domination, extreme situations, for which there is no longer any possibility of dialogue and understanding between subjects and/or social groups.

Verbal violence is characterized by abruptly prescribed inertia, forcibly imposed passivity, and silence, so that when another's activity and speech are prevented or nullified, there is aggression;

[...] this violence is characterized as an aggressive oral or written attitude, as well as the use of harmful words, which has the intention to ridicule, manipulate, silence, threaten etc. This practice may be veiled under the perspective of jokes that leave the subjects dull, ashamed, and often without conditions of defense (MORITO; SILVA; MOURA, 2019, p. 141).

Still at this point, we will conceptualize beyond, verbal violence is conceived as the rupture of the communicative bias, causing the distancing of the bodies from the discourse to occur, which by resistance respond to the imposed force with an equivalent force; thus there is the use of the verb to transgress the feeling of restraining, debasement, indifference, or limitation by the imposition of power; using various means correlated to the bodies, spaces, and times and their expressions to the whole, with or without otherness in this connection.

Basically, verbal violence will be adopted as a failure in the communication principle that is the interlocution of subjects; in the use of verbality, and all its compounds, such as body, space, tone, gestures, physical reactions, and the like; to reciprocate an imposition in order to try to equalize or hurt the other in the same proportion of aggression felt; that is, the use of the verb to resolve a conflict situation aggravated by the lack of dialogue and resolutions.

The logic of educators and students are not the same - nor could they be (TAVARES DOS SANTOS, 2009), but through dialogue between the various subjectivities, or intersubjectivities (HONNETH, 2003), an articulation of these differences could occur, enabling an environment of socialization at school, with better cultural preparation for students and more respect between generations, that is, less conflict and violence (DUBET, 1994).

Social recognition (HONNETH, 2003) can provide the vision that conflicts are not threats to good coexistence (SIMMEL, 1977); on the contrary, they allow the other to be recognized and respected for his or her singularities. Based on these theoretical contributions, a research-intervention was carried out as a methodological procedure. The problem was in

the teacher-student relationship, mainly in the communication process between them and the verbal violence that happened at school.

Methodological Procedures

The research-intervention was carried out due to the possibility of teaching an elective subject called *"Have you ever suffered violence at school? Practical reflections in workshops"*, and the data survey took place in the second semester of 2019, with 35 students of 6th and 7th grades of elementary school in a state comprehensive school. We made use of methodological tools such as: participant observation; discussion groups; artistic productions and analysis of material produced by the students.

Working with youth groups with diverse intersocial and cultural contexts required rigor in data collection, whose confrontation of communication codes and identification styles could cause, at first, estrangement and/or strangeness. For Bohnsack and Weller (2006), the discussion groups acquire interactive, discursive, and collective processes, and to be analyzed, one must consider the representations and meanings elaborated by the subjects.

In order to hear the students better, the class was divided into four discussion groups. These groups were made up of a maximum of ten students and followed a few principles, such as: establish a reciprocal contact with all the subjects, provide a basis for mutual trust, direct the questions to the group as a whole, start the discussion with a question that would stimulate interaction among the members, allow the ordering of speeches to be done by the collective, formulate narrative questions, allow the collectivity to direct the forms of the debates, and intervene only when requested or perceived as necessary (BOHNSACK; WELLER, 2006).

Every week, during the semester, several activities were developed at the school during the workshops, covering verbal violence with a focus on the arts - an opportunity to highlight violence that is often not perceived in everyday school life. The various actions in the workshops were elaborated and executed by researchers (professors and undergraduate and graduate students) and by teachers of the Basic Education school.

The research was submitted to Plataforma Brasil, following all ethical issues. During the group discussions, the guiding question was: "how do you see verbal violence? In this aspect, we also understood how violence occurred in the world, at school, and in interpersonal relationships (in this text only verbal violence at school is addressed).

According to the opinions and conceptions of the pupils, spaces for sharing, experience narratives, reflections about verbal violence in relationships, and the way globalized cultural

styles were appropriated and re-signified inside the school environment by the youngsters. With the concreteness of artistic exercises, by means of images - photographs or audiovisuals -, drawings, literary narratives, theater, etc., in workshops, the students were able to experience and rethink their relationships in the classroom, instead of just reporting an event.

By participating in the discussion groups frequently, as the weeks went by, the adolescents had opportunities to address their experiences of disintegration, exclusion, and insecurity in the school environment, often generated from situations of verbal violence or silencing. These discussion groups became communicative spaces where the issues of the collectivity were documented, as well as providing reflection on the models that guided the actions of the subjects.

When noticing the naturalization of violence, during the workshops, the students reported and expressed their views about the cases that occurred in the classroom and noticed the hierarchical relationships established between teachers and students. In their daily school life, they sometimes experienced a vertical relationship, a repressive and authoritarian relationship, becoming the focus of violence.

The oppressed cry in the absence of dialogue

In the workshop named "A" it was possible to analyze the issues of conflict and violence through illustrative representation. This moment gave the students the opportunity to represent the reality in which they were living, imprinting their feelings and positions, exposing some of the violence recorded in their memory. By drawing, a student reveals the way he sees interpersonal relationships. Drawing is a form of expression, of verbalization through visual representations, and therefore reveals an expression and contributes in different aspects, including the organization of thought and communication.

The illustration allows the expression, control/exposure of emotions, besides having a therapeutic function: a safe space to vent or talk about something that hurts. By encouraging artistic activities, it also creates bonds and proximity, which in itself helps in the dialogue for the denaturalization of violence. This language proposal enabled the students to portray conflicts and ruptures from their daily lives. As shown:

Picture 1 - Drawing of a student expressing verbal violence



Source: Workshop A: student #3

A very strong characteristic in the students' drawings and in what they said was related to their inability to express what they thought, felt, or even to be able to defend themselves:

*If things are not the way they [referring to teachers] want, it always gets messy, **we can't say anything and they yell at us to shut up**. And the worst thing is that nobody believes us (Student #3: Group discussion during workshop A, emphasis added).*

The expression "shut up" was verified several times, which was stamped in the drawing above and in other illustrations during workshop A.

*The [say a teacher's name] screams a lot.... **For everything, everything asks by screaming. She tells you to shut up**. When the principal comes, she [referring to the teacher] keeps talking... The principal only appreciates what the teacher says. **And the teacher never says what she did** (Student #5: Group discussion during workshop A, emphasis added).*

The fact that professors demanded silence from students - as a way of repressing them - caused great discomfort, resulting in the beginning of several cycles of verbal violence in their relationships. Based on the theory of social recognition (HONETH, 2003), it was evident, from the students' complaints, the importance of recognizing the other.

During the workshops, the students were recognized as distinct subjects that sometimes think differently from the teacher, or from other students. This perspective propitiated in the sharing spaces the idea of a socializing school, which sought citizen and democratic formation. With this intervention, relationships at school started to improve, due to the non-standardization of students, to the social recognition of each one, to the respect for the infinite interpretations of the same situation; bonds of trust were created.

Another perceived problem, during class, was brought up by a student who handed in a drawing as a school assignment, but the teacher did not accept it. She vented her frustration during workshop A:

*Last week I drew a picture and the teacher simply told me **it wasn't the way she wanted**. Then, when I didn't do anything, she took me to the deputy head teacher for a report. **I couldn't talk, and the little I could, the teacher who was yelling before, kept talking as if I was the worst person**. Sometimes it gets tiring... (Student #2: Group discussion during workshop #A, emphasis added).*

According to the statement of student #2, students generally experience abuse in interpersonal relationships, and because they are not listened to, they get used to not complaining about certain situations. It was noticed that the teacher-student relationships had certain verbal violence established, which could only be revealed due to the bonds of trust established between researcher and students.

One of the reasons for this type of relationship is the generational conflict, since the teacher identifies the student as someone immature, and constitutes daily relationships through the image that an adult knows what is best for the students, in an authoritarian way, with the posture of someone who holds an institutional position.

Dubet's sociology of experience (1994) deals with this reflection regarding the differences between generations and their social and practical experiences. It is known that students have several face-to-face and virtual connections, establish communicative bonds with different subjects, due to the expansion of contacts, and this promotes more conflicts, if there is no dialogue between educators and students, if there is no interest from both sides to recognize the other (HONNETH, 2003) for understanding.

According to some studies (SOUZA, 2012; ROCHA; COLS, 2012), the teacher has seen himself as a victim, and does not perceive himself as someone who commands the classroom and sometimes blames the students. This is perceived in workshop A, in the statement of students #5 and #2.

In workshop "B" it was possible to analyze some subjective manifestations through photography, the idea was that the student could reproduce his feelings through this other language. In the act of photographing the students had the opportunity to communicate and subjectivize some situations. The way they photographed the school's reality, encouraged by the situations of verbal violence, was registered in the students' multiple productions. Figure 2 outlines some of their opinions:

Picture 2 - Photography with Shadows: Expressing Verbal Violence



Source: Workshop B - student no. 4

Verbal violence was portrayed in the photographs as a record of looks that were attentive to the authoritarian conducts of educators. With the photographs there was the manifestation of important facts that were affecting the students, thus, through them it was possible to identify some naturalized violations, something that should be discussed at school.

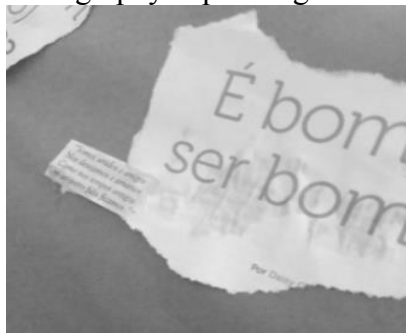
Student #4 portrayed in his picture the figure of a demanding teacher, using authoritarian conduct and sometimes verbal violence to establish and maintain order, the pointing finger demonstrates cohesion in the pedagogical tasks. For Tavares dos Santos (2009), this authoritarianism imposed in schools translates into violence in the socio-political sphere. In general, gender issues, homosexuality, racism, etc., appear in school spaces and are naturalized, becoming symbolic violence, that is, veiled violence that establish tense relationships of students humiliated by ruthless teachers.

In this context, it is important to recall the constant dissatisfaction and mental exhaustion of teachers in their pedagogical activities. According to Castro and Souza (2012), Brazilian teachers complain that they lack support in their daily practices and, many, have become pessimistic and discredited subjects because of this. The result is seen in more aggressive actions in daily school life, generating more difficulties and abuses in teacher-student relationships, which makes it difficult to break this cycle.

Verbal violence at school results in unhealthy relationships between teacher-student, student-student etc.; these aggressive scenarios are harmful moments in the students' school, personal and social trajectory, besides being difficult to overcome (BENETTI *et al.*, 2014; GROSSI; SANTOS, 2009). Several authors have been concerned with the growing systematic nature of school violence and its consequences for the lives of students. According to Forlim, Stelko-Pereira, and Williams (2014), the chances of the emergence of depressive disorders and symptoms of major disorders such as suicide in aggressive environments is about five times

higher than in healthy environments. Student #7 made a picture of something he thinks is good and is able to express his desires for interpersonal relationships:

Picture 3 – Photography expressing what is good



Source: Workshop B – student #7

On the small cutout pasted by student #7, it was written, "we are united and friends, we desire and love as in the old days; we stay faithful to each other." A form of extravasation of relationships that should be desired not only from the perspective of students and teachers, but also from students to students. This type of behavior perceived in the workshops, in general, revealed young people who believed that "it is always good to be good", in this way, the school needed to have people with good attitudes in their relationships, something desired by the students.

Soundscape at school: seeing with your hearing

In workshop "C" another type of verbal violence was identified: the production of undesirable sounds, that is, the school soundscape. From Schafer's (2001, p. 214) perspective, soundscape is the "place where all sounds occur". These sounds can be pleasant or unpleasant, depending on the place and time.

For Tuan (1980), sensory stimuli make subjects more vulnerable than images. The author states that sounds tend to bring back memories, which is why they bring to mind situations of affection and repulsion. In the daily life of the school there are several sounds that sometimes intensify and sometimes are silenced, a broad sound universe that causes good and bad feelings.

The collective space of the school also has auditory stimuli, such as: school entrance and exit signs; bells to encourage the exchange of teachers; subjects who shout or speak loudly - inside or outside the classroom -; sounds of dragging desks; sounds of subjects singing or

listening to music in the courtyard etc., all these sounds have characteristics, generally, of being very loud and disturbing. In this aspect, the absence of sound can also become aggressive, because where there is absence of dialogue and the presence of imposing silence there is a discomfort that is compared to a violent act.

The lack of democratic spaces, in which it does not matter what the students think or want, is also a violence and can generate more violence. Workshop "C" was developed to identify the soundscape of the school and had the purpose of inciting the students to be conscious listeners, with the perception that sound can produce well-being or emotional and psychological wear. Thus, by identifying noises at school - those that disturbed, or those that were desirable: noise, aggressiveness, silence, intentional sound, strong weak soft, sharp low, rough soft, rhythmic arrhythmic, continuous and short - there was also reflection on the sound dimension of interpersonal relationships within the school.

According to Simmel (1977; 1983; 2006), conflicts can be seen in a positive way, because from them emerges the interaction between subjects and groups. By analyzing the soundscape of the school and the types of situations that occur in its collective spaces, we realized a potential for transformations in relationships.

Sometimes it was necessary to understand situations of coexistence in order to also understand the social and interpersonal conflicts that arose from differences in thoughts and opinions. The important thing was to enable a democratic and participatory vision, with the intention of reducing misunderstandings and violence.

Picture 4 – Photograph of a blindfolded student, listening to the sounds of the school.



Source: Workshop C: school's soundscape

With the intention of listening to the different sounds of the school spaces, it was proposed that one student - from the same group - be guided by another, and walk around the school blindfolded. The idea was to build a new sensorial perception, since the student who acted as a guide allowed his classmate to (re)know his school. After everyone had lived the experience, they were simultaneously encouraged to fill out a sketch of the school with a representation of the sounds they were able to perceive, using written words, drawings, or doodles.

This action allowed them to list categories of pleasant/unpleasant, strong/weak, human/non-human sounds, adding a collective legend for each category. It was also verified which were the quietest or noisiest places, identifying noises, sensations, discomfort, etc. In this exercise it was possible to reflect on the sounds that affected and/or modulated the interpersonal relationships between teachers, students, principals, etc.

Staging and communicative expressions

In workshop "D" it was possible to analyze verbal violence through theater plays. The students had to develop and perform short plays to be filmed by cell phone. The intensity of the teacher-student relationships became visible when the students started to act out classroom situations; places, perspectives of speech, etc. soon appeared. The young actors had to compose a small role-play with different real life characters - they represented fictional characters that were also characterized by real subjects -, and through the theatrical representation they acted out emphasizing the verbal violence that happened at school. The theatrical performances were favorable to expose the problematizations that occurred in interpersonal relationships.

Noteworthy in this text is a role-play that told the story of a witch, portraying a teacher. In the script, the students told the story, which resulted in a student's apology to this teacher. There was a discussion about the impartial view and judgment that the school makes regarding the coexistence of the teacher and the student. During the role-play, the teacher always denied the school principal's use of verbal violence with the students.

The main idea was to reveal a communicative bias, a certain manipulation of the facts that happened in the classroom, where the lack of dialogue between teacher and student made the teacher feel offended all the time by the students, which in turn allowed him to offend. The students' perception was that there was a hierarchy established by people according to their functions in the school and, therefore, the students, being at the lowest level of the pyramid, were unfairly treated. In their lines:

And when the principal comes, they (referring to the teachers) never tell their side of the story, it's always about what we did, but never about what they do. If we yell, it's an occurrence, but if they yell, they don't yell, they're just talking loud. It's kind of very unfair because they are always going to be right, so they end up saying what they want, doing what they want, and that's it. We are always wrong and they are always right (Student #7: Group discussion during workshop D, emphasis added).

We get a report, they take your name and send it to the principal, but the teachers do what they want and there is no report for them, this is very unfair (Student #1: Group discussion during workshop D, emphasis added).

Because of situations in which verbal violence occurred, the student sometimes felt led to a denial of himself and of others, resulting in escape. The role-play, in which art imitates life, provided the opportunity to experience some interpretations and questioning, with success in the analysis of certain contexts.

If something had not been said, or there was a lack of opportunity during the class period, in the theater, during workshop D, the students were not spectators - now they were part of the theatrical scenes - and were able to express what they felt through actions and dialogues. The performance evidenced some reflections about the conflicts between teachers and students and, mainly, the possibilities of resolving them.

For Dubet (1994), students appropriate social and cultural principles in a particular way, so they have various experiences and even receive influences inside and outside the school environment. If schools, and educators in general, do not take this fact into account, there will certainly be conflicts in interpersonal relationships. By failing to consider the contextualization and the student's own life story, the teacher fails to value what means a lot to the student: mastery over their own unique experiences. This was observed during workshop D.

Final considerations

When conflicts, fights, and yelling occur inside and outside the classroom, verbal violence also appears, such as cursing, judgmental expressions, and aggression, with words that affect both students and teachers. This type of relationship can be avoided, as was perceived by the research-intervention, if there is a more democratic perspective in relationships, with horizontal dialogues.

Once violence is installed in the relationships among the several school agents, it is necessary to think about actions that help to solve such situations. It is important to remember that violence differs from one school to another, therefore, it is not a matter of creating patterns of prevention, or universal strategies, because it is believed that each case is unique.

The data obtained in this research-intervention reveals the occurrence of multiple forms of violence in the school space and the existence of its naturalization, with victimization of both students and teachers. In this context, there is an alternative based on three logics: in the school routine, the articulation of these logics can provide a privileged space for socialization, for cultural formation, through the sharing of social and interpersonal experiences.

According to Dubet's sociology of experience (1994): logic of integration, in which the student is led to internalize the values instituted in the school and understands the function of each one in its spaces. The *logic of strategy*, in which the student has modifiable status according to the situations experienced, so it is important to pre-establish and disseminate the school rules. The *logic of subjectivation*, in which the student perceives himself as part of the collective, and therefore does not think only of his own interests.

It was concluded that verbal violence can be manifested in a structural way, in which teachers and students confront and resist daily situations in the classroom and increase their problems. Other studies are still needed, with more depth on such a broad theme, but it is believed that investing in continued education for teachers and management team would help a lot and would reduce cases of violence, as well as more investment in the use of art as a way to approach violent situations. Finally, the important thing is to understand that the daily conflicts and violence at school can provide possibilities to reorganize the coexistence, when there is dynamism and discussion about the rules and mechanisms to adjust attitudes.

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