



Pedagogical Practices in Contemporary Education: Bullying Still a Challenge to be Faced

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Abstract

This work started from observations about comments, readings and in the media in general about education in contemporary society, and the importance of teachers and their responsibility in this context, since most families are known to believe that the school environment is the ideal place for your child's education, delegating to the teacher their education, which sometimes already deteriorates, regardless of school levels. We opted for searching for articles on Bullying, on the internet, books or magazines. The research is repeated, so there were few unpublished articles, around 13.

Introduction

Continuing, Bullying, is a word of English origin that has as root the term bull, "is a term used to designate a cruel, intimidating and/or aggressive person" Guimarães, (2009).¹ A major challenge that teachers have been facing lately is Bullying, which designates aggressive purposeful practices, whether physical or psychological, being carried out successively in order to humiliate a certain person, being practiced by adults, young people, and especially children, in any social class occurring, especially at school. In this sense, it seems that the origin of this type of aggression is the need to assert oneself in front of a group. It is known that there are three categories in Bullying: the aggressor, the victim, and the witnesses, often without doing anything to end the situation, and that generally the profile of the aggressor is of a person with very high self-esteem and arousing sympathy in the your group.

With this understanding, it is also commented that the aggressor may have been a victim, starting to practice Bullying as a form of revenge, and they choose their victims when they present any characteristic that differentiates them from others as physical or psychological problems. It seems that the recurrent targets of Bullying in schools are novice students. In this situation, a survey by IBGE² revealed that almost a third (32.6%) of Brazilian students reported having suffered bullying, being the majority of victims of

male. The highest proportion of occurrences was registered in private schools (35.9%), whereas in public schools the cases reached 29.5% of students.

Thus, authors claim that at school everyone is involved in the educational process since the seriousness of the issue made us seek solutions to the problems of violence in the school environment, which disorganize the teaching-learning process, compromise relationships between people, lead to establishing stressful relationships and the illness of the school community. So we started to focus on the problem of Bullying.³⁻⁵ It is worth emphasizing that the professor of philosophy at the Health Promotion Research Center (HEMIL) Dr Dan Olweus, has carried out research on Bullying on a large scale since 1970 at the University of Bergen, in Norway, under the title Aggression in Schools: Bullies and Whip Boys, published in Scandinavia in 1973 and in the United States in 1978.

In this perception in the 1980s, Dr. Olweus conducted the first systematic intervention study against bullying in the world, which documented a series of very positive effects of what is now the Olweus Bullying Prevention Program (OBPP). He was also the first to study the problem of student bullying by teachers. His book "Bullying at School: What We Know and What We Can Do" with translation into 15 different languages. ⁶Continuing, bullying is character-

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ized by negative actions that are carried out repeatedly over time and are recognized by an imbalance in strength.⁷ This imbalance of strength, or power, is a fundamental definition in intimidating behavior,⁸ allowing for a clear distinction between aggressors. With this in an attempt to understand more about the issue, we will seek to base itself on the historical construction of the role of the educator, since he is directly involved with the dynamics of the school, all events can be under his guidance and supervision, mainly those of a pedagogical nature.⁹

Thinking in this way the involvement of teachers, parents and students is essential for the implementation of projects to reduce bullying, since the participation of all aims to establish coherent standards, guidelines and actions that should prioritize general awareness; support for victims of bullying, making them feel protected; the awareness of aggressors about the incorrectness of their actions and the guarantee of a healthy and safe school environment.¹⁰ We understand that those who practice Bullying are characterized by impulsiveness, domination and feel no or little empathy towards targets. They are generally stronger, bigger than their targets, with explosive temper, low frustration tolerance, aggressive, challenging, oppositional and relatively popular.¹¹

In addition, Glumbic and Zunic-Pavlovic⁸ distinguish three types of behaviors related to bullying:

- Physical bullying
- Verbal bullying
- Relational bullying.

Physical Bullying: refers to hitting, kicking, pulling hair, pushing, hitting etc.

Verbal bullying, the most common form involves actions such as threatening, naming, calling, insulting and provoking; relational bullying focuses on excluding and isolating some, which is achieved by ignoring, spreading rumors and influencing others not to associate with a particular individual.⁸ Nevertheless, in addition to the types of bullying mentioned above, cyberbullying has received a lot of attention in recent years due to the increased use of modern technological devices, specifically cell phones and the internet Slonje and Smith.¹² The term “cyberbullying” refers to bullying through the use of electronic communication tools.¹³

Continuing, it can happen through various forms of media, including text messages, e-mail messages, phone calls and photos / video clips. Although all four types of cyberbullying are common, e-mail is the most common form of victimization where teenagers abuse technology. To review in contrast to traditional forms of bullying behavior, most cyberbullying happens outside the school environment.¹²

On the other hand, Bernardini,¹⁴ affirms that the ineffective teaching enables the trivialization of violence and there is a risk of maintaining these episodes that increasingly interfere in the construction of a culture for peace in schools.

It is necessary to show that fear and intimidation should not take place in educational contexts, however Bullying is a wide-

spread practice that negatively affects the health and well-being of students. There will always be power relations in social groups, by virtue of strength, size or ability. The exact definition of what constitutes abuse will depend socially on the cultural context, but this is inevitable when examining human behavior. It is also important to note that homophobia and harassment are also a form of bullying and individual and social responses to such diversity vary enormously: from hostility and persecution to degrees of acceptance and integration, and are reflected in the range of legislative and political frameworks that exist in different countries.

In this context, this aggression also affects students with some type of special need, where it can influence academic performance by minimizing aspirations, increasing anxiety, loss of self-esteem, confidence, depression, physical health, self-mutilation and may even cause feelings of alienation, absenteeism. and other negative impacts, both on education and health, even reaching the point of suicidal thoughts. Given the above statement, homophobic bullying is a specific manifestation of homophobic behavior, and this attitude needs to be taken seriously, with appropriate responses to the context. In some countries, both sexual and homophobic harassment, whether in educational institutions or companies, is considered a crime, while homophobic bullying is more likely to be considered an educational issue.

Conclusion

With that anyway, Bullying is homophobic or not, it can never be tolerated under any circumstances. Whatever the circumstances, at work, school, or leisure, all individuals are entitled to a workplace and education free from harassment, discrimination. These people should never feel guilty or embarrassed, on the contrary, they should look for their rights. Continuing, we believe that the rights and guarantees of the citizen according to the Brazilian Constitution should be part of the mission of all companies, as well as in schools and universities. Art. 5 Federal Constitution of 1988.¹⁵

1. Art. 5 All are equal before the law, without distinction of any kind, guaranteeing to Brazilians and foreigners residing in the country the inviolability of the right to life, freedom, equality, security and property.

Bullying is an abuse and violation of human rights!

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Conflicts of Interest

There is no conflict of interest to declare.

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