

From the invisible to the insensitive at school: trajectories of bitterness and suffering of voiceless students¹

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ABSTRACT

The article aims to study the position that students occupy within the school in the perceptions of their teachers. Through twelve interviews carried out with educators who teach at Escola Municipal Expedicionario Aquino de Araújo, an institution located in the municipality of Duque de Caxias, in Baixada Fluminense, we sought to understand the different readings that this professional category carried out on their students. We raise the hypothesis that the discourse regarding student failure at school is based on pedagogical prerogatives and forget to investigate the behavioral natures of students in their social origins. The study seeks to give a voice to these teachers, forgotten and silenced in the face of a job marked by precariousness and constant aggression suffered. As a listening exercise, in the statements of the deponents it became possible to bring up issues such as: school violence, the family and school relationship, and finally, the position occupied by teaching at work.

KEYWORDS: Teacher. Abandonment. Anguish. Inequality. Social conservation.

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Do invisível ao insensível na escola: trajetórias de amarguras e sofrimentos de alunos sem voz

RESUMO

O artigo tem como objetivo estudar a posição em que os discentes ocupam dentro da escola nas percepções de seus professores. Através de doze entrevistas realizadas, com educadores que lecionam na Escola Municipal Expedicionário Aquino de Araújo, instituição localizada no município de Duque de Caxias, na Baixada Fluminense, procuramos compreender as diferentes leituras que esta categoria profissional realizou sobre os seus estudantes. Levantamos a hipótese de que o discurso pelo fracasso na escola do estudante se pauta em prerrogativas pedagógicas e se esquecem de investigar as naturezas comportamentais dos discentes em suas origens sociais. O estudo procura dar voz a estes professores, esquecidos e silenciados em face de um trabalho marcado pela precarização e as constantes agressões sofridas. Como um exercício de escuta, nas falas dos depoentes tornou-se possível trazer questões como: a violência escolar, a relação família e escola, e por último, a posição ocupada pelo magistério no trabalho.

PALAVRAS-CHAVE: Professor. Abandono. Angústia. Desigualdade. Conservação social.

De lo invisible a lo insensible en la escuela: trayectorias de amargura y sufrimiento de estudiantes sin voz

RESUMEN

El artículo tiene como objetivo estudiar la posición que ocupan los estudiantes dentro de la escuela en las percepciones de sus profesores. A través de doce entrevistas realizadas a educadores que enseñan en la Escola Municipal Expedicionario Aquino de Araújo, institución ubicada en el municipio de Duque de Caxias, en la Baixada Fluminense, buscamos comprender las diferentes lecturas que esta categoría profesional realizaba sobre sus estudiantes. Planteamos la hipótesis de que el discurso sobre el fracaso escolar de los estudiantes se basa en prerrogativas pedagógicas y olvidamos investigar las naturalezas conductuales de los estudiantes en sus orígenes sociales. El estudio busca

dar voz a estos docentes, olvidados y silenciados ante un trabajo marcado por la precariedad y las constantes agresiones sufridas. Como ejercicio de escucha, en los dichos de los declarantes se logró sacar a relucir temas como: la violencia escolar, la relación familiar y escolar, y finalmente, la posición que ocupa la docencia en el trabajo.

PALABRAS CLAVE: Maestro. Abandono. Angustia. Desigualdad. Conservación social.

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Introduction

Can the school develop mechanisms to exclude students within it? How do teachers convert social classifications into school classifications based on their practice? Is it possible for a school's teaching staff to become insensitive to student learning problems? What are the main difficulties faced by Brazilian public school students in their current context? The questions explained below guided the production of this work, which deals with twelve interviews carried out with active and retired teachers who made up the professional staff of the Escola Municipal Expedicionário Aquino de Araújo, an institution located in the State of Rio de Janeiro, in Duque de Caxias, in Baixada Fluminense. For ethical reasons, we maintained the anonymity of the interviewees, whose original names were replaced by fictitious ones.

The article seeks to bring into its reflections the figure of students in the representations of school teaching. In this study, there is a concern to analyze how the students who occupy the benches of public schools in our country are marked by the invisibility of the institution in which they once placed their hope in qualified schooling.

Through the consent of the municipality's Department of Education, through the Paulo Freire Research and Continuing Training Center (CPFPPF) and the approval of the school's pedagogical management body, we

were in this space between the periods of 2021 – 2022. Due to the coronavirus pandemic, some interviews, which mostly lasted around an hour, took place remotely via the Google Meet or Zoom platform. At school, they took place in the teachers' room, with respect for social distancing, the use of masks and the use of alcohol gel.

We believe that this study brings up sensitive themes that help us understand the daily life of the school. We understand this space as marked by objective and subjective relationships built from interactions between public school students and their teachers. Strategies and negotiations, conflicts and tensions permeate the environment of this study, whose exhaustible mark is perpetrated by the anguish and suffering of its students, after all, how to have a voice in an institution that is constantly concerned with silencing them.

Through qualitative research with fieldwork, this study entered the daily life of the school with the intention of understanding the relationships, tensions and negotiations produced in this environment. This work seeks to emphasize sensitive themes of the public school institution, the reader will find on the next pages common situations of this teaching experience, but which do not necessarily translate differently from other educational models: the abandonment of the child, the discredit of the family in their children and in their education, violence and the production of indiscipline at school, the relationships between teachers, students and their guardians, the precariousness of teaching work.

The themes listed above become plausible, because we believe that through this school experience, we can discover new paths and strategies that seek to solve the problems of students in Brazilian public schools.

Firstly, we sought to present the trajectory of the interviewees, the formation of their career in municipal teaching. Subsequently, in the second section we highlight how the precarious conditions of the educational establishment led to the loss of prestige for the space by both teachers and their students. Continuing our study, we intend to work on how this child

became invisible in their home to their families and how this process drastically impacted their studies. In the penultimate section, we intend to analyze how teachers constantly in their practices produce exclusion and symbolic violence and thus also make children abandoned and invisible at school. Finally, we brought the answers in the actions of these students, in this case, we sought to understand the cry of resistance from the students of this educational experience, even when their resilience lies in promoting violence within the school.

Interviews and their structures

Valdete, since her adolescence, had the intention of becoming a doctor, but her family's precarious financial conditions prevented her from entering this field, so she took the normal course, as it allowed her to adjust these conditions in light of her family's economic reality. There was no influence from his parents on his career choices, both were musicians. Later, he studied Pedagogy at university and chose the municipality of Duque de Caxias to pursue a public career due to its proximity to his residence. In 1990, at just 18 years old, she passed the state and municipal teaching exams.

In love with her teachers as a child, Cecília from an early age had the intention of entering teaching. Her mother had the dream of being a teacher in her youth, but she got married and started a family, which represented an obstacle in establishing her career. Cecília played teaching from an early age, as her cousin was a teacher in Duque de Caxias and gave private lessons to her older sister. He completed the normal course at the Roberto Silveira Education Institute and later entered college on the Biology and Pedagogy courses. Due to its proximity to his residence, he chose the municipality of Duque de Caxias to build his career.

Daughter of a postman and mother a teacher, Laura received general training in Duque de Caxias, which made it possible to learn about this

social reality, as she soon worked in daycare centers. The cultural heritage of his parents influenced his career choices, his mother due to the fact that she was a teacher and his father due to his extensive cultural capital perpetrated by his love of reading. With her parents' investment in her schooling, Laura studied at the University of Grande Rio (UNIGRANRIO) on the Pedagogy course. Currently, she is exchanged in the municipality, as she had a public career in Maricá, and her choice of Caxias was precisely due to the proximity of her home to work.

Joana is the daughter of a retired maid and has visual impairment and her father divorced her mother more than 40 years ago. His love of reading and children led him to pursue a career in education, as he lived in Duque de Caxias, he chose the municipality to build his public career.

Since her adolescence, Silvia had been interested in becoming a teacher, however a pregnancy at the age of 18 prevented her from continuing to fulfill her dreams at that time. At the age of 40, she completed private college and took the exam for the municipality of Caxias and the State, which she passed in both. Currently, he has been teaching Spanish for Elementary School II at school for over 15 years.

Solange had to overcome initial difficulties in coping with her parents' absence. From an early age, she was raised by her uncle who played in the animal game and her aunt who was a domestic worker. He graduated in Literature (Portuguese – French) from the State University of Rio de Janeiro (UERJ) in 1988. Previously, he took the normal training course and taught in private schools, however, it was in the municipality of Duque de Caxias that he found the stability of his career, with approval in the first competition held by the city hall after his National Security phase. She joined Aquino in 1997, after transferring from the school where she worked in the Amapá neighborhood, in Duque de Caxias.

Daughter of the marriage of a public servant and a domestic mother, Débora pursued a career in teaching due to her idealism in transmitting knowledge and knowledge to her students. Currently, she has been a

Mathematics teacher for over 21 years at the institution, and is a public servant of the State of Rio de Janeiro. Because she did not follow the medical career desired by her parents, Débora did not receive motivational support from her family. A student at Colégio Pedro II, his academic studies were provided by his mother.

Patrícia is the daughter of an architect father and a mother with a degree in business administration. She took the entrance exam in three areas: psychology, pedagogy and literature. His parents' large economic capital allowed them to invest in their university life. Patrícia currently teaches Portuguese Language for over 37 years at Aquino.

Her mother's reference to being a teacher led Elizabeth to choose education as a career. Retired by the municipality, she started working early at the age of 14 and studied at the Pontifical Catholic University of Rio de Janeiro (PUC-RJ) in 1977. Later, she entered the State University of Rio de Janeiro (UERJ) in the degree course in Arts. Professor for 27 years at school, he worked in Youth and Adult Education (EJA) in the evening course, he chose Caxias, and specifically, Aquino, as he lived on the street from the school.

Daughter of immigrants from the interior of Portugal, Morgana's father was a merchant and her mother was a homemaker, she had to overcome the barriers of family prejudice that argued that a woman's role was to perform domestic duties. He was a normal student, worked at the Colégio de Aplicação (CAP) at UERJ and later joined this institution to take a geography course. He chose to pursue a career in teaching in Duque de Caxias, due to the possibility of having employment and financial stability in his life.

Laís was the daughter of a driver father and a seamstress mother who did not influence her career choices, but other members of her family held positions in the educational field, which served as a model for the young woman at the time. He finished the teacher training course at the age of 17 and later entered the State University of Rio de Janeiro (UERJ) to take the pedagogy course, working and studying at the same time. In 1993,

she was approved in the Caxias competition and chose this place due to salary issues, as it represented the possibility of her employment stability.

Since she was a child, Vanessa dreamed of being a teacher and lived in the interior of Rio de Janeiro. In his family, women were teachers and men worked in commerce. His father worked at the local city hall, which made it possible to finance his studies at religious schools. As his parents did not invest in his academic career, he needed to work to pay for private college. Currently, he has been teaching science for over 43 years at the educational institution in Duque de Caxias.

A space of disagreements and utopias: the intersection between the precariousness of teaching work and student discouragement at school

The first section of this work seeks to present the social field, in which both students and teachers constantly interact and interact: the school. We do not merely seek to use this space as a descriptive apparatus, but we believe that the school institution constantly presents itself as a democratic model of teaching, accessible to all. Can this official discourse contradict itself in this environment? Through the following interviews, we raise the hypothesis that at school the marks of conservation and social inequality stand out, as well as the exclusion of all those who do not comply with its dominant praxis.

If both the teacher and his student hoped to arrive at a school equipped with the conditions to perform their duties constantly, we witnessed a scenario of destruction of the physical space intended for the transmission of knowledge and mutual knowledge. The precariousness of the school space inhibits bodies from being active in this environment and eventually results in the production of a disincentive to attend their banks:

“(..), but previously there were rooms without doors, rooms closed off due to water leaking, this issue of water leaking too,

filling the school, so this all hinders the progress of our work, teachers without cupboards too ” (Teacher Laura).

We enter into the daily life of the school through field study, which is defined by Michel de Certeau as: “(...) what is given to us each day (or which we have to share), pressures us day after day, oppresses us , as there is an oppression of the present” (CERTEAU, 2013, p. 31). We understand that the precarious material conditions of the establishment are part of this space that “oppresses” the relationships experienced, as teachers constantly need to reinvent themselves in their work, due to the precarious existing conditions.

In this sense, the school presents itself as a social field of symbolic exchanges. TARDIF and LESSARD (2014, p. 55) highlight that even though the school is constituted as a physical space, it has its socio-historical constitution in its structured structures, as it is inserted within a temporal context and is located in a place, which produces meanings and meanings for the practices developed in this environment.

Most of these students have financial difficulties at home. They believe that the school can solve the problems constantly faced by decent and sustainable food. The lunch becomes, for a large portion of the public in this space, the only food provided on the day: *“Food for them here at lunch is fundamental, it is part of the school, but I also believe that this makes a difference in the entire work of classroom” (Teacher Laura).*

The student loses appreciation for the space that once held hope for their socialization and eventual schooling. The lack of motivation at school results in the formation of students who do not care about this space:

What motivation did the student have for coming to Aquinas? None! A school falling apart, horrible, without a fan, with everything falling into one's head, without any project, nothing interesting and with an ugly-faced, grumpy teacher (Professor Valdete).

The student perceives the precarious structural conditions of the school field and does not identify with this scrapped and disqualified teaching model, as he does not feel part of the institutional dimension of this place: *“Firstly, a concern about being here, with myself. Then he asks what I’m doing here, and he says that the school is a mess”* (Teacher Cecília).

If the school aims to reproduce its dominant culture in the body and behavior of its students, so that it becomes a teaching model seen by society, in a logic that bargains its salvationist character from the population's socio-educational problems, this experience clearly contradicts itself. , as it not only becomes a model not to be imitated in the conduct of its students, but even more so it becomes a space of rejection by the local community, which does not feel comfortable enrolling its children in this space.

When we talk about the precarious working conditions of teachers, we refer to the genesis of the socio-historical constitution of the teaching career. According to NÓVOA (1991), initially schools in the Middle Ages were managed and administered by the Catholic Church, with clerics who assumed the role of educators in the face of Christian morality, which allowed control of society in the name of faith.

The contemporary advent of the revolutionary process in France, in the 18th century, influenced by Enlightenment values led to a secularization of the State, and consequently, this direction reached the educational system, which gradually became secular, separated from Catholic influence (NÓVOA, 1991, p. 116- 117). Little by little, the school gains a bureaucratized body, administered and managed under state supervision, which creates a set of norms, or as the author highlighted, a statute that allows the educator to be classified in the professional teaching category. The creation of this regimental body instrumentalized a range of knowledge, skills and competencies that began to be taught by teachers, who gradually became class conscious and joined together in networks of associations to fight for the causes demanding their career.

The disorganization of the constituent agents of this space leads to the scrapping and devaluation of school material culture. What should once represent the identity marks of students and teachers, would become the place of “mess” and “disorder”:

I found documents from the school census and invoices inside the pantry, in the drawer, everything was like that, there were documents there. So first what I did: I started collecting everything. I haven't organized it yet, but I put the invoices all in one place, census documents, everything in one place, because that way, I had census documents in the pantry, food invoices in the office, invoices in the living room of teachers (Professor Valdete).

This section made it possible to highlight that both the school's teaching staff and its students find themselves in a space marked by precarious material conditions for maintaining pedagogical activities. The lack of organization and infrastructure, the scrapping of public education that lacks investment, consequently makes its agents feel discouraged from being in this place.

The abandoned child: the invisibility and disbelief of family members in relation to their children

Initially, we present the structural problems that the school has and which become reasons for the devaluation of the student's identity. In the previous section, it became possible to see that the formation of a school space that lacks the conditions to integrate its public, creates a student who disbelieves in the methods imposed in this daily life.

Now we seek to analyze the social origins of these students, which led them to place their trust in this educational system doomed to failure. If the school has problems in its infrastructure, this student who

arrives at the institution also has problems at home and ends up expressing in their behavioral dimension, the marks of conflicts existing in their home.

Whether it is the school or the student's family, both are institutions responsible for the socialization and schooling of individuals, as, according to the roles assumed, they contribute to the development or setback of the child's intellectual and social growth. According to POLONIA and DESSEN (2005, p. 304), the school represented for the student the possibility of dividing formal and informal tasks in their daily context, as well as becoming a space beyond their objective and physical dimension, which permeates the symbolic and subjective relationships produced in this field.

Leaving home discourages the child from attending school and being motivated in relationships within the classroom. Forgotten by their parents, they now directly need the contacts produced within the educational establishment.

On the one hand, parents who are absent from the child's socio-educational process and, on the other, parents who, when they look for school, trigger signs of rebellion towards the school education system. If you once enrolled your children to attend this institution's banks, now they no longer have a feeling of attachment and reliability in the relationships produced in this space: *“Mothers arrive here with an aggressive tone, with an ugly way of speaking and we even have Once this is done, even this care in treating us in a way they would like to be treated* (Professor Cecília).

The student is seen by his own family as a problem to be blamed, in the marks on this student's body they suffer penalties for rules broken at school. The “responsible” holds responsibility for their own children's mistakes at school through aggression: *“As the saying goes, violence breeds violence within the school itself. Then she is the mother, I would get involved, I would tell her not to hit, because if I tell her not to hit, she would say I am the mother, I am the one who has to correct her”* (Teacher Débora).

When analyzing the theme of school violence in the perception of French sociologists, CHARLOT (2002) warns us that this phenomenon is not recent, as in the 19th century there was the production of violence within educational establishments marked by aggressions in secondary schools, with eventual arrests of the student, however, unlike in the past, in the present time we clearly see the loss of the limit of this situation with the introduction of new aggressive practices in schools, for example, rapes, homicides, feminicide, as highlighted by the author.

The teacher becomes a victim of this transgressive process, which produces a feeling of “social anguish”, because within his field of work marked by socialization between individuals, it becomes a place of fear and insecurity regarding his job: “Furthermore, attacks on teachers or insults directed at them are no longer rare: there too, a limit seems to have been crossed, which increases social anguish” (CHARLOT, 2002, p. 433).

School over time has become the space for the intrusion of external agents into its environment, which leads different individuals to enter its space and not unlike this case, it leads to rates of aggression in this environment, as we constantly come across reports from “colleagues”. who seek to take revenge on the other due to fights originating within their neighborhoods, or the father and mother who take revenge on the other's son, due to fights of different natures with those responsible for them (CHARLOT, 2002, p. 433).

For CHARLOT (2002), violence at school is no longer an accidental phenomenon, but a structural phenomenon, whose reproducibility permeates society and makes the school a place marked by “malaise” and “social anguish” of not being able to curb constant cases of violence in their midst.

The educational institution becomes a place for students to have voices and power and speech are denied in their homes, according to the teacher:

Students want to be held accountable, they want someone who covers, they want someone who cares, they want someone who fights, because at home they might not be looked at either. Nobody looks at him, the mother doesn't look at him, some have a mother who is an alcoholic, a drug user, involved with a man, who is chasing a man, the father doesn't care about his children, many of the Sometimes he takes care of his younger siblings and they just want someone to look after them (Professor Valdete).

The dream of completing his schooling becomes a utopia for this student marked by depression, rejection and discouragement from his field of studies. The school adopts Youth and Adult Education (EJA) in its evening course, which covers an audience that mostly works before seeking training space. From enrollment to the possibility of completing your studies, school is now a place of physical fatigue, due to the arduous activities carried out in your work environment, which results in school dropout, or a student doomed to merely sleep in the classroom. class and not achieve what their teachers want:

Some cannot leave their children, but they need to study, because they need to improve to be able to work, they come to study hidden from their husband, but the husband cannot know that they are studying, or the group is serving time, but they have to do the socio-educational course (Teacher Elizabeth).

The speech produced above by the interviewees reveals to us a student who cannot reconcile work with school, as well as his daily problems at home. The constant absences, the lack of prestige in the school field, the low performance in the subjects taught by their teachers, result in the exclusion of these students from the school benches.

Dominique Julia (2001) states that school culture operates an imposing logic, such as symbolic violence, as it undermines the social origins of its audience. The production of a specific and institutionalized culture becomes a reproductive strategy of the school, as a way of guaranteeing control over the bodies and shaping the behaviors of its students.

No different, TARDIF and LESSARD (2014) state that the school “acts” on its students, on the premise of instilling in them values, norms, behaviors, ideals and ideas of a dominant elite that ignores, or rather, belittles, cultural capital and of its students: “(...) act in depth on students to socialize them, moralize them and instruct them according to the organization’s own rules” (TARDIF, LESSARD, 2014, p. 59).

Thus, the school acts strategically to impose its dominant culture, in the face of the exclusion of those who do not comply with and legitimize its official discourses. The school becomes the space of inequality and social conservation, whose marks are perpetrated in the dropout rate and high repetition rates of its students.

Abandoned by their families, excluded by their teachers: degrading assessments

After bringing into our reflections in the previous section, the problems faced by children at home and which directly affect their learning at school. This section seeks to understand the production of classifications of teaching jurisprudence at school regarding students and their behavior, based on the different readings that education professionals carry out in this social reality.

The lack of interest and desire to be at school results in the loss of prestige of the field, in a class marked by memorization of content, without caring if the student learns the content taught adequately, that is, the student becomes a participate in the child dropping out of school, because they do not fit this educational profile:

Lack of desire to work! First I'm going to be very honest, because I think this influences: the group here is already an old group, they should already be retired, but they don't want to retire, because when they retire they don't get paid or they get paid very late (Professor Valdete).

Demands increase for teaching work adjusted according to the international dynamics of work and the capitalist system, this focuses on making the educator perform different functions within their field of work in favor of teaching and learning for children, however, we realize that These teachers' salaries are constantly inconsistent with their socio-educational importance (SAMPAIO, MARIN, 2004, p. 1210).

This student is constantly blamed, held responsible for the problems in these teachers' careers. The classroom is no longer the space for learning and the transmission of specific knowledge, but rather the place for laments and murmurs, where the student is penalized for constant salary delays in this teaching career:

My late salary is not my student's fault. I'm not going to give a shitty class, because my salary is late. And here I see it, not just here, elsewhere I also saw it from some. However, there was a very small group that did this in the other country, here it is 90%. (Professor Valdete).

The teacher expresses signs of her dissatisfaction with the performance of the student and her class. He insensitively belittles the student because he understands that the qualities and skills of this audience are scarce in this space: *“If he told my son that he didn't have the conditions and ability to learn, if his mother came I would say: you can resolve it with the teacher. who is there, who said that to his son”* (Professor Valdete).

There is clearly the intention of education professionals to discourage their students, including when establishing their careers. If for the student the master becomes a model and example through his actions, the educators realize that they do not need to reproduce their own career, as they understand their field of work as a space marked by frustrations, lack of interest and precariousness, or In other words, it does not adopt a transformative stance to undermine the socialization of its school audience:

But nowadays, if a student of mine asks saying he wants to be a teacher, I say: Look, if it's your dream you will, now if it's a financial matter you will be very disappointed, because if you want to make your dream come true, everything Well, now there's no financial issue, you're disappointed (Professor Patrícia).

We are talking about a tired teaching profession that is doomed to reproduce its psychological problems. The school has also become a space for the loss of quality of life, the lack of decent health for a professional group. The lack of prestige in the field also raised signs of depression, anxiety and fear in the figure of the teacher:

The fact that we have to survive with salaries that are not so advantageous, we have to work a lot and that, physical exhaustion, often made me have a quality that disappeared. I've always been very demanding of myself, I've always liked to do my best, but I know that in many situations I could have been better. And there was a time when I was carried on my lap, I arrived at school and I worked so much that I got anxiety, stress, I arrived at school, I spread out my material and I couldn't do anything, I was all stiff and I had to be carried to the hospital (Professor Lais).

These teachers find themselves in an unfavorable position due to precarious working conditions, and blame their problems on their students, who suffer in this structure with classes that fail to stimulate their learning and improve their income.

The cry of resistance from forgotten students: the paths of indiscipline and rebellion at school

The last section of this work seeks to highlight the behavioral actions of these students at school. How do students try to gain visibility from their teachers in a hostile environment? Why does the rebellion produced in teaching practices become a form of resistance to this educational system? How does the violence produced in student bodies become a way of having voices in this space? The questions explained above were used in the construction of this essay, which seeks to understand the meanings and meanings of practices and student functions at school.

We present in this work that violence begins in this student's home and ends up being reproduced by the student in the school environment. The attacks from family members reach the student bodies at the institution, as a way of exposing the culture of fear imposed by their parents:

We are verbally attacked all the time. And that day this student said that I had pushed him. I cursed her because she pushed me. I said: I would never lay a finger on you. As I know the student's mother, I passed it on to D. at the time, I explained the situation to the principal who asked the mother to come here to school, the mother came and when the mother came I told her: Look, he called me names. everything that is a name and I will not accept it, I will not accept it. Then the mother said there's no need to worry Joana, I know you, I know your stance within Aquino and I won't believe my son, because I know what he's like. Then she got up and started hitting the boy (Teacher Joana).

The student acts violently in this space with his teachers, but receives punishment as a way of internalizing the aggressions and not committing their crimes again. Michel Foucault (2014) directed his studies to understand the formation of disciplinary power in institutions and how it acted coercively on its agents. Penalizing students operates within a reproductive logic of avoiding hostility in this space and making other students realize their mistakes in this place: “(...) make punishment and repression of illegalities a regular function, co-extensive with society; not punish less, but punish better” (FOUCAULT, 2014, p. 81).

The family's summons to undisciplined students represents the prerogative of being punished within the school where they study. The educational professional's threatening tone towards the child demonstrates insensitivity towards the problems that this student goes through, as they do not find alternative paths that promote the child's inclusion, since they are afraid that the parents will come to school, we tell the parents what they said to us and when we get home, the parents give them the punishment (Teacher Joana).

The school is instrumentalized as a space marked by fear that constitutes an imaginary limited by the tone of threat among its agents, as it directly affects the climate of school establishments, especially the actions of teachers, who begin to feel under permanent threat, whether real or imaginary (SPOSITO, 2001, p. 17).

The control exercised by the school is directly linked to the fight against violence, therefore, the time and space of the school assume the role of coercion and coercion towards its students, who need to comply with the system's norms. Indiscipline and constant aggression, whether visible or symbolic, permeate for SILVA and RISTUM (2010) the need to reinforce the school's character of having the function of modeling the bodies of its students, so that their behaviors act according to a configured discipline according to a dominant group within the institution itself.

The regulation of bodies becomes a strategy for training bodies. Bodies become standardizing and regulating instruments for faults, so that the communicative language of gestures and words can be internalized by students, and consequently, they will no longer transgress their study space: “(...) disciplinary control simply consists of in teaching or imposing a series of defined gestures; imposes the best relationship between a gesture and the overall attitude of the body, which is its condition for effectiveness (FOUCAULT, 2014, p. 149).

The student punishes himself because he considers the central problem to be his low academic performance, his poor ability to interact with the teacher and his inability to absorb the methods taught. If this student is no longer important in this space, because he is excluded, silenced and constantly judged, the answer lies in indiscipline against all forms of coercion imposed by educational agents. The untrained body becomes hostile to this environment and prefers virtual relationships to those produced in reality in the classroom: *“For example, when people are studying the material, and the student is playing with their cell phone , then I say: Guard, otherwise I'm going to take it, I'm going to take it and I'm only going to teach it at the end of the class, or I'm going to send the person responsible to come and get it”* (Teacher Patrícia).

The student body is judged according to the teachers' operational logic, which seeks to hold these students responsible for problems developed without a classroom. There is no perspective capable of perceiving the skills and competencies of students, as for this teaching profession there is no framework for the child with the norms of the school game:

In Aquino it is really very complicated, because they are bad. Children today are immature, so children want to play, so discipline has become a bit, you know? They talk too much, walk, play and look at their classmate to see if he is copying (Teacher Débora).

BOURDIEU and SAINT – MARTIN (2015) highlight that the bodily hexis constitutes a: “set of properties associated with the use of the body in which a person’s class position is externalized” (BOURDIEU, SAINT – MARTIN, 2015, p.213). The characteristics instrumentalized by the corporeal dimension work in a classificatory operational logic, therefore, they are externalized to their conditions and their class positions, through a structuring scheme in relation to the assessments and perceptions of their social reality.

The act of speaking becomes an instrument of communication for the student, whose transmitted language is marked by resistance to the school space and the constant violence suffered in this environment, as we understand that these students are constantly attacked in a symbolic way by their teachers: “(. ..) *they talk, often trying to circulate a lot in the classroom, because they get restless, then they circulate a lot in the classroom*” (Teacher Morgana).

Violence permeates school walls and reaches social networks, as a way of reproducing their dissatisfaction with the school system and the conduct of the class by their teacher, understanding that the latter is not looking for dialogue, but rather intimidation in the relational sphere. : “*Look, I think that in the past I only had a problem with one student, because at that time the Orkut issue was starting and he insulted me for everyone to see*” (Teacher Solange).

When we understand the violence produced within the school space, we cannot neglect the social origins of this process, its structure and the situation in which the student is inserted, that is, the way in which he arrives at school, because: “the manifestations of students cannot be taken in a punctual manner, displaced from their context” (SILVA, RISTUM, 2010, p. 245).

The reproduction of internal violence in the school is expressed in the streets around the institution, in a peculiar way because they do not accept the classifications imposed by their teachers, the assessments that create a stereotype doomed to the student's failure:

So in the 80s, I failed a student, and she crushed me, it wasn't something that happened throughout the year, when she failed, she waited for me outside, which was the street, she said so many things, so much nonsense, it was verbal aggression, but this student was even expelled from school, which was at that level: expelled from school (Teacher Vanessa).

Violence reaches its peak, precisely because these bodies transgressed by their vices do not accept the changes that are imposed on them. If the education professional acts to prevent the reproduction of the vices of alcoholism and chemical dependency within the school, it becomes a threat to this student, who sees the presence of the teacher in the school routine as being able to combat their problems.

Conclusion

This work sought to present the representations of municipal school teachers in Duque de Caxias regarding their students. Reflection through the interviews presented us with different problems experienced by these professionals in their field of work. We noticed that constantly in their speeches, social classifications became school classifications, based on the readings carried out by these educators in their social field.

For the teacher interviewed, children's learning problems lie in their social origins, in the conflicts that exist at home. These students who arrive at school, for the most part, do not receive assistance from their parents, as they work to support their children. Families that would be a basis for dialogue at school now forget about their children's schooling, which has an impact on low school performance, dropout rates and discouragement from attending school.

The student is seen as a problem for his teacher, as he externalizes the conflicts that exist in his home through his bodies and behavior. The school becomes a place of fear, anguish and suffering for this student, who reports in his daily life the domestic violence suffered, the constant “fights” from his parents and the lack of support from the latter in their lives.

The violence and aggressions produced in teaching, which are associated with precarious working conditions, discourage professionals from being in this space and teaching their students. School becomes a stage for indiscipline, because these students need to get the attention of their teachers so that they can be heard, heard and more, that they try to present appropriate solutions to their difficulties.

The student is invisible to a teacher who is discouraged and frustrated in her practices due to the precarious material, cultural and symbolic conditions that exist in her field of work. If for the student the school became a lonely space of social invisibility, for this teacher also to the same extent, because they constantly forgot the social functionality of this group.

Finally, we hope that this study can inspire in other school experiences in its professionals, the desire to exercise their power speaks, like a voice that intones like a cry of struggle and resistance to denounce their precarious working conditions experienced in their daily lives. We hope that teaching, a profession of extreme importance for the socialization and schooling of individuals, can reflect through its professionals on their pedagogical practices and reinforce their ideal of fighting for quality public education.

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