



## UMA REFLEXÃO NECESSÁRIA SOBRE: DISCIPLINA E INDISCIPLINA NA SALA DE AULA

### Resumo

Este texto trata da questão no que tange a disciplina e indisciplina no contexto do ensino da educação brasileira, o papel da didática na formação do professor, assim como, o papel da escola e família junto a questão que permeia o ensino que é a disciplina e indisciplina. Desta forma, o texto trata de uma revisão da literatura acerca do assunto, por meio de uma dialética descritiva analítica, com objetivo de identificar, analisar e refletir as questões da disciplina e indisciplina. A discussão mostrou que a indisciplina constitui um dos maiores e mais graves problemas no ambiente escolar, pois tem contribuição da escola, dos professores, dos alunos e da família. O comportamento indisciplinado do aluno está presente em toda a trajetória e etapa escolar, indicando, assim, a indisciplina como uma das deficiências do processo pedagógico em função de comprometer a aprendizagem dos alunos, afetar sua estabilidade emocional e o desempenho dos professores e do aluno.

**Palavra-chave:** Disciplina. Didática. Indisciplina. Educação.

## UNA REFLEXIÓN NECESARIA ACERCA DE: DISCIPLINA E INDISCIPLINA EN EL AULA

### Resumen

El trabajo es acerca del disciplina y indisciplina en el contexto de la enseñanza de la educación brasileña, el papel de la didáctica en la formación del profesor, así como, el papel de la escuela y la familia junto a las cuestiones que impregna la enseñanza que es la disciplina y indisciplina. De esta forma, el texto se trata de una revisión de la literatura acerca del asunto, a través de una dialéctica descriptiva analítica, con objetivo de identificar, analizar y reflexionar a las cuestiones de disciplina y indisciplina. La discusión mostró que la indisciplina constituye un de los mayores y más graves problemas en el ambiente escolar, pero tiene contribución de la escuela, de los profesores, de los alumnos y la familia. El comportamiento indisciplinado del alumno esta presente en toda la trayectoria y paso escolar, indicando así a la indisciplina como una de las discapacidades de los procesos pedagógicos en función de comprometer al aprendizaje de los alumnos, afectar suya estabilidad emocional y el desempeño de los profesores y de los alumnos.

**Palabra-clave:** Disciplina. Didáctica. Indisciplina. Educación.

## A NECESSARY REFLECTION ON: DISCIPLINE AND INDISCIPLINE IN THE CLASSROOM

### Abstract

This text deals with the issue regarding discipline and indiscipline in the context of teaching Brazilian education, the role of didactics in teacher education, as well as the role of school and family along with the issue that permeates teaching which is discipline and indiscipline. In this way, the text deals with a literature review on the subject, through an analytical descriptive dialectic, with the objective of identifying, analyzing and reflecting the issues of discipline and indiscipline. The discussion showed that indiscipline is one of the biggest and



most serious problems in the school environment, as it has the contribution of the school, teachers, students and family. The undisciplined behavior of the student is present throughout the school trajectory and stage, thus indicating indiscipline as one of the deficiencies of the pedagogical process due to compromising the students' learning, affecting their emotional stability and the performance of the teachers and the student.

**Keyword:** Discipline. Didactics. Indiscipline. Education.

## INTRODUCTION

Teaching is one of the most beautiful jobs which a person can carry out, though the working conditions and environment are issues which need more political and managerial attention. A lot of teachers are concerned about the teaching quality. For this reason, they have been diversifying their working strategies.

The indiscipline, in the educational context, is a wide topic with various approaching dimensions in different studies and research. The family and the school hope that a tolerant atmosphere, calmness and freedom predominate in the classroom, so that the children can be aware of their values and behave according to them. We get self-discipline through autonomy, but educators do not need to act as if they do not care about their students.

Today, the quiet environment, that used to predominate at schools, does not happen anymore. Nowadays, the child has not just been receiving the knowledge like in the old educational standards, but in addition, we also have been developing their potential, individual initiative and critical thinking.

The classroom routine has shown us that students want to participate, express their wishes, question, and this process might make it difficult to establish the school discipline. This involvement is directly related with the pedagogic methods applied in the classes.

The need of understanding better the relation among discipline, indiscipline and pedagogic methods in the classroom has awakened the interest in developing this topic.

## THEORETICAL FRAMEWORK

Understanding the relation among discipline, indiscipline and pedagogic methods experienced in the classroom enables the appraisal of the indiscipline, and its implications for teaching and learning as well.

According to Gotzens (2003, p. 22), the discipline at school does not mean a ready recipe, with plans “that are able to face the students’ behavioral issues, it is a global perspective of the students’ behavior organization and dynamic at school and in the classroom, coherent with the teaching aims.”

However, the difficulty in approaching the indiscipline is in the topic entanglement, the lack of research about the theme and the multiplicity of interpretations about it. According to Rego (1996):

The concept of indiscipline itself, like all cultural creation, is not static, uniform, or universal. It interrelates with a set of values and expectations that varies along the history, among the different cultures in one same society: in the diverse social classes, in different institutions and even inside a social layer or an organism (REGO, 1996, p. 84).



In the educational milieu, indiscipline significations are connected to the beliefs about the topic, and it interferes directly in the classroom events.

Indiscipline comprehension determines the actions, the behaviors and the decisions of both teachers and students in the classroom. This research intends to examine, show, and raise questions about school discipline.

Today, the indiscipline has gotten one of the biggest and most serious problems in the educational environment due to students' aggressive behavior, parents' careless attitude, children's overflow of freedom and autonomy. Thus, I feel the need to study this topic more deeply with the parents, students and school members.

In the Brazilian society, the educational process is the theme of lots of discussions and debates about teaching quality, working conditions, activities that do not match to the students' reality, teaching methods and how they are conducted.

According to Gadotti (2000, p. 4) the Brazilian education still has its roots in "the slave classes, for a small group of people, the traditional education has begun its fall-off at the Renaissance, but it has been surviving until nowadays, despite the spreading of the average schooling by the bourgeois education."

Brazilian education has evolved and is looking for quality, providing better working conditions for teachers and training citizens who explore their skills and potential.

According to Gadotti (2000):

the proposal for new education came with the work of Rousseau that brought achievements to the sciences of education and teaching methodologies, the contributions of Dewey that brought the concept of learning by doing and Freinet techniques, definitive acquisitions in the history of pedagogy (p. 5).

The constant social changes promoted transformations in education, it does not mean, however, that there were changes in the structure of the proposal and of the educational institutions.

The notable change that also generates discussions is the extension of elementary education to nine years, but the classrooms continue to be overcrowded and students remain outside the classrooms, the curriculum has not undergone transformations that could improve this reality through effective student training.

Learning is important for the acquisition of writing and reading that influence and accompany the citizen throughout his life, but it must be that which defends the content and the formation of the individual with a critical capacity to be, face and transform society. Reading and writing are fundamental in the life of the human being and in their research Freire and Freire (2001, p. 36) emphasized this understanding stating that "the reading of the world precedes the reading of the word [...]."

The distancing of the student as a subject of learning forms a misaligned path in the learning process when it comes to the acquisition of knowledge.

The educational proposals in the teaching-learning process according to Pimenta and Anastasiou (2002, p. 264) "are centered on the enhancement of teacher training, they are not based on technical rationality, but on a perspective that recognizes the capacity of these professionals to decide, to confront their daily actions with theoretical productions."

It is in the school space that the pedagogical practice is applied. For this reason, it is an environment prepared to welcome students at different levels of education. In this context, to assume a significant role in the education of the educator, didactics cannot only



be dedicated to teaching the means and mechanisms of development of the teaching-learning process. "Didactics studies the instructional situation, that is, the teaching and learning process, and in that sense, it emphasizes the teacher-student relationship (HAYDT, 2000, p. 11)."

The possibility of having diverse and different school spaces is wide and this organization in the classroom influences the pedagogical quality. In addition to the appropriate school space for learning, there are other elements associated with pedagogical practice and according to Machado (2000, p. 6) "[...] the student's interest and motivation and methodological option must be related to the logic of the content and knowledge that is linked to the teaching objectives."

For the student to be successful in his learning, some requirements are necessary, such as interest and motivation. In the context of the new reality in which students, school and teachers live, motivating learning is an effective strategy that can produce very significant results, as it arouses the student's interest and will certainly reflect on their school performance.

Motivation is a necessary element in the educational process and corresponds to school productivity, which means positive performance and according to Paro (2000, p. 20) "extrinsic motivation is not enough to arouse the student's interest, for this to happen the school must provide students with a pleasant education."

It can be understood that the effects of motivation would not be different in the context of education. Considering that motivation has a positive influence on the student and his school performance. In this perspective, Bzuneck (2001) argues:

Motivation problems are in the student, in the sense that he is the carrier and the most impaired. But this does not mean that he is responsible, much less the only one, for this condition. Thus, it is not correct to generalize that the motivation or its problems are the student's (24).

School motivation depends on the student, the teacher and the school. Each element of this process plays a fundamental role in the final result, that is, everyone is responsible for school success or failure.

Tapia e Fita (2006, p. 83) add other intricacies to the student's motivation and / or demotivation, emphasizing that it does not present itself abstractly, "but that it is born or not according to the meaning of the work that has to be done and it is up to the teacher create meaningful contexts that affect motivation and learning."

The student seeks better conditions and quality of life. And the school seeks the effectiveness of teaching quality. The teacher supports school motivation. Tapia and Fita (2006, p. 92) affirm that "[...] the teacher is an important source of motivation, because the type of relationship he maintains with the student can generate trust and an increase in attention, which are indispensable conditions for the learning."

The pedagogical practice must be based on teaching and not just transferring knowledge, because according to Demo (1993, p. 153) "[...] teaching does not mean transferring scrapped packages, nor passing on knowledge. Its correct content is to motivate the emancipatory process based on critical, creative, updated, competent knowledge." It is important to highlight that pedagogical practice constitutes a process of relating to the different elements of the educational process, that is, the pedagogical relationship.

## METHODOLOGY



This investigation is based on bibliographic research as a theoretical research tool to obtain information related to the discipline, indiscipline in the classroom with the aim of knowing the pedagogical practices that result in the student's undisciplined behavior in the classroom.

The literature shows several studies and researches such as Antunes (2002), Estrela (2002), Fortuna (2002), Gotzens (2003), Oliveira (2002), Garcia (2005), Rocha (2002) among others that indicate strategies and techniques that help the teacher to control students' indiscipline, as well as point out the factors, causes, impacts and consequences for the student, teacher and learning.

There is also a significant diversity of studies on teaching practice, among them are Becker (2003), Hamze (2004), Caldeira and Zaidan (2010), Machado (2000). There are also works that focus on issues related to teaching didactics and strategies that can promote changes in the teacher's pedagogical practice, such as Haydt (2000), Santos (2007), among others.

## RESULTS AND DISCUSSION

Didactics is a branch of pedagogical science; whose object of study is the teaching process and its multiple determinations. It is characterized as mediation among what, how and why of this process with the intention of promoting the formative encounter between the student and the teaching content.

Didactics is the way how the knowledge of the society is passed to its members, through a set of methods that facilitates learning. Citing Libâneo (1992, p. 42), it is necessary to highlight that "we cannot confuse the proximity of practice and didactics, with the pure and simple teaching practical aspects."

The contextualization and fundamentalization of what are taught with the problems of life are means of expanding the educator's perception to solve practical problems from the simple to the most complex, but the Science should not be put aside.

In order to assume a significant role in the teachers' education, didactics cannot only be dedicated to teaching the means and mechanisms of the teaching-learning process development. "It must be the critical way to develop a successful educational practice of a historic project, that will serve as a practical translation mechanism for social development (OLIVEIRA, ANDRÉ, 2003, p. 5)."

For this reason, Amaral (2000, p. 143) highlights that the didactics school is justified by its object of study, that is, it focuses on "teaching, the relations with pedagogical work, and its role is to cover the different fields, listening to different experiences, raising similarities and promoting enrichment."

As a scientific, curricular discipline, training area and professional intervention, Higher Education Didactics contributes to the reflection of the reality and possibilities of action spaces for organizing pedagogical work and dealing with knowledge, in addition to the fact that it is the element of construction of a given hegemony, according to the historical needs of human formation for the transformation of society (GHIRALDELLI, 2002).

Didactics has as specialty, considering that its objective is teaching, to facilitate the student's understanding of what the educator explains. The etymological meaning of the word didactic is explained by Gasparin (1994), which is based on the statement of Comenius in the 17th century about teaching and learning when he affirms,



Comenius goes from teaching to learning, from the action of the teacher to the action of the student, that is, from teaching to speech [...] The words teacher and student, which contain the sense that someone is doing something, refer to the action of the teacher and the student, as their origin attests that teaching means teaching, making learning, while discussing translates the meaning of learning. Therefore, they would be two distinct, but complementary, interconnected and inseparable actions [...] The acquisition of knowledge cannot happen only by one of the parts, that is, either by teaching or just by learning. One and the other constitute two interchangeable and inseparable faces of the same whole (GASPARIN, 2009, p. 70).

The historical process of didactic evolution comprises, in its phases, important aspects in the educational context. As for the didactic evolution process, between the 20s and the 50s, the postulates of the Escola Nova follow, seeking to overcome those of the Traditional School, internally renovating the school. From the passive student before the knowledge "to be transmitted by the master, one goes on to" learn by doing "where each one actively self-educates in a natural process, sustained through the concrete interests of the participants (GASPARIN, 2009, p. 70)."

The attention to individual differences and the use of educational games have a prominent role. At a later stage, between the 60s and 80s, didactics shift from the humanist focus centered on the interpersonal process to a technical dimension that emphasizes the teaching-learning process as an intentional, systemic action, which seeks to organize the conditions that best facilitate the learning process.

As a field of systematic, intentional, investigative and practical study and within a contextualized perspective, didactics considers the historicity of conditioning factors (economic, socio-cultural, political and contemporary education), as well as the individual and collective influence involved in a given pedagogical practice. In the definition of Libâneo (1992), didactics,

[...] studies the teaching process as a whole, in which the objectives, contents, methods and organizational forms of the class are related to each other in order to create the conditions and ways to guarantee students a meaningful learning. [...] deals with the objectives, conditions and means of carrying out the teaching process, linking pedagogical and didactic means to socio-political objectives (LIBÂNEO, 1992, p. 5).

When the industrial perspective enters the school, didactics starts to be seen as a strategy to achieve the expected products for the teaching-learning process. From the 1970s onwards, criticism of these didactic perspectives was accentuated. Its positive effect was the denunciation of the false neutrality intended by the technicist model, revealing its political, social and economic components.

Nowadays, the fundamental perspective of didactics is to assume the multifunctionality of the teaching-learning process and articulate its three dimensions: technical, human and political in the center that shapes its theme (GHIRALDELLI, 2002).

The historical process of didactic evolution comprises, in its phases, important aspects in the educational context. According to Libâneo (1992), three aspects support his conception of Didactics: a) Didactics is a "pedagogical" discipline and Pedagogy is the



theorizing about purposes and forms of intervention in educational practice in a given socio-historical context.

b) the relationship between teaching and learning is Didactics' main focus of interest. Both terms are present in the daily speech of researchers and educators, as one completes the other. In this sense, teaching would be an intentional activity with the aim of ensuring students' learning.

c) learning is the basic reference of teaching, so that teaching acts as a mediator in the effective relationship between the student with the knowledge objects, this is the fundamental point that configures teaching as providing the conditions and ways to ensure the knowledge process by the student, conducted by the teacher's pedagogical work.

The elements of didactics as highlighted by Libâneo (1992) are the teacher, student, subject or content discipline, the context of learning and methodological strategies, in addition to this, it does not only cover the content, but also intuitive and evaluative aspects. It is, in fact, an artistic way in which the teacher performs his action in the classroom.

Libâneo (1992) highlights as elements of Didactics: General or specific objectives require knowledge of Philosophy of Education, Theory of Education, Theory of Knowledge, Anthropology, taking into account that didactics translates social and political objectives of education into teaching objectives;

- Content implies, at least, content and research methods of the science that is taught; adaptation to the age, level of students' mental development, and internal assimilation processes; language development processes; social meanings of knowledge;

- Teacher-student, this relationship turns to intellectual training, implies gnoseological, psychic and sociocultural aspects. The teaching process involves a social relationship, teacher, students, school and classroom.

Didactics is a term that designates special knowledge. Many say it is technical knowledge because it comes from an area where knowledge accumulates. Didactics is a pedagogical expression of instrumental reason (GHIRALDELLI, 2002).

In higher education, didactics should broaden its object of study, expanding it, freeing it from rigid and stagnant standards:

opening up perspectives that can resize it and make it a useful tool for teaching, because it is believed that a critical and creative didactic would try to respond to the constant attacks that Didactics does not lead to anything and even collaborates for the school system to become stuck (MOREIRA, 1997, p. 15).

According to Veiga (2000, p. 175):

[...] the class is part of the whole, it is inserted in the university which is affiliated with an educational system that is also part of a broader socioeconomic, political and cultural system [...] The university class it is the concreteness of the teaching work itself, which occurs with the pedagogical relationship between teacher and student.

Lucarelli (2000, p. 63) analyzes that “what is new in university didactic action, presupposes advances in what concerns the production of knowledge, being made possible, in addition to research, through teaching and extension.”

On the other hand, as a scientific, curricular discipline, area of training and professional intervention, Higher Education Didactics, according to Kenski (1996, p. 45)



contributes “to the reflection of the reality and possibilities of action spaces for organizing pedagogical work and dealing with knowledge, in addition to the fact that it is the element of the construction of a given hegemony.”

According to the historical needs of human formation for the society transformation and considering its characteristic of a systematic, intentional, investigative and practical field of study and within a contextualized perspective, the didactic according to Kenski (1996, p. 46) considers the "historicity of contemporary economic, socio-cultural, political and educational conditioning factors, the individual and collective influence involved in pedagogical practice.”

In the context of higher education, the teaching of higher education recognizes the need for pedagogical preparation of higher education teachers, through programs that aim to enable them to exercise their work.

The university needs social and intellectual representation, through means that use quality in different ways and materializes in the evaluation process, adopted as a relevant criterion.

In this sense, it is correct to state that the quantitative side of academic work has the characteristic of presenting itself in a visible way, which can be palpable or manipulable. In Amorim's conception (1992, p. 64), “quality and quantity are embedded in any object. The degree and intensity represent the quantity. Quantity and quality united to the object, acting on it in a reciprocal way.”

Another important aspect in education and in the student's teaching and learning process is associated with school management, which must be attentive to what happens with the student and the teacher in the environment inside and outside the classroom.

At school or in the classroom, the factors that lead to indiscipline are multiple, old and even inevitable in some cases. In the context of education, it is still an assumption of teachers' social perception of indiscipline.

For Garcia (2005, p. 91) “in the educational discourse, the conception of indiscipline predominates in whose expression the social processes that form the basis of indiscipline are thought.”

In Garcia (2005, p. 102) we find the following explanation about indiscipline at school “[...] it is presented through different expressions, it is more complex and creative, a fact that makes it harder for the teacher to share and solve effectively this question.”

It is important to highlight a common aspect of the classroom, that is, to be a space for a web of relationships in which there are teachers who do not realize the need for a good teacher-student and student-student relationship and this causes conflicts to focus on teacher or some students. “There is a lack of reversibility of positions and this forms a rigid division between those who know and impose and those who obey and revolt (GUIMARÃES, 1996, p. 65).”

In the school universe and in the daily life of the classroom, it is possible to verify several factors related to the expressions of indiscipline that according to Garcia (2005, p. 103) “these expressions are linked to the students' cognitive aspect, their forms of socialization and behaviors who exercise at school.”

The purpose of this study is not to discuss the methods adopted by the school and teachers to maintain discipline, but to seek strategies to alleviate the problem. In his studies, Guimarães (1996, p.77), highlights “[...] the forms of conflict in which indiscipline is present, that is, depredations, graffiti, mockery, laughter, irony, chatter among others.”





At schools, it is necessary to take into account indiscipline, as a question that must be thought as a social construction that occurs through the interaction between teacher and student. Depending on the environment where the social process of the construction of indiscipline occurs, in his studies Rocha (2002, p. 103) highlights that it deals with “[...] how it is used by people to keep in touch with the world, requiring different occasions to become knowledge and be an active process, and it originates in the relationship between subject and object.”

School indiscipline, for many teachers, is the fault of the education that the child receives from the family, in fact, this thought eliminates their responsibility and participation in this process and transfers the problem to another sphere.

Analyzing the position of Garcia (2005), it can be understood that the expression of indiscipline is related to internal factors such as teaching conditions, curriculum, student characteristics, among others or external to the school such as social violence, the influence of the media and the child's family environment.

The school/family partnership encompasses the combination of these responsibilities and facilitates the citizens' formation in order to transcend school walls, to develop their learning, their critical capacity, their behavior and posture in the school space and in society. It must be considered that the child is a social and historical subject that belongs to a family that is inserted in a society, with a certain culture; at a certain historical moment.

## CONCLUSION

Children need limits in their social, personal and family relationships. It is no different in the school setting, that is, in the relationship among school, teacher and student. When it comes to the child's world, especially the child who already inhabits the school universe, he cannot be granted unlimited freedom.

Allowing everything or nothing, that is, to practice actions that go from one extreme to the other, total freedom or no freedom with the child, ends up generating habits that affect education, therefore, it is necessary to establish for the child what he can and what he cannot do.

Children need rules established by their teachers; however, the imposed limit should not be conceived as what should not and cannot be done, but evaluated and analyzed in order to situate the student in their social relations. In this context, this limit and the defined rules contribute for the child to be aware of the position he occupies in the family, at school and in society.

The limits in the classroom can be established by the teacher based on rules that aim to assist in the organization of the work environment, aimed at promoting justice and directed at determining responsibilities about what happens inside the classroom, as well as commitment and decisions related to the work environment.

In this sense, DeVries and Zan (1997, p. 130), explain that in this way the teacher “contributes to an atmosphere of mutual respect for teachers and students to practice self-regulation and cooperation.”

The efficiency of this process will occur if the teacher understands that the rules should not have the character of unnecessary, whose function is to assist in the construction of a healthy environment. The negative effects of indiscipline fall on the school's performance and interfere in the students' socialization process.



This situation causes anxiety, educational inefficiency, low self-esteem, physical and psychological exhaustion, fatigue, tension, frustration and discouragement and stress in the teacher.

The Family has an important role in controlling indiscipline in the classroom because the first signs and good behavior come from parents, siblings and people around the child.

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