

## Some considerations about the absence of moral sensitivity and the learning process of students who practice bullying



<https://doi.org/10.56238/Connexpemultidisdevolpft-120>

### Maria Carolina Ribeiro Brasão

Unicamp – State University of Campinas  
E-mail: mariacarolinaribeiro19@gmail.com

### Orly Zucatto Mantovani de Assis

Unicamp – State University of Campinas  
E-mail: Orly.zma@gmail.com

### ABSTRACT

This article aims to make some reflections about the cognitive and moral development that develops in the context of bullying in Brazilian schools. And yet, to highlight the pertinence about the understanding about these concepts before the pedagogical doing. This text is the result of a study and analysis of the doctoral thesis that was discussed at the School of Education – Unicamp in 2016. In the State schools investigated, this type of violent action that brings physical and psychological damage to those involved can demonstrate the absence of moral sensitivity of those who practice it and denote some gaps present in the process of construction of elementary logical structures of thought. We observed the need to intervene pedagogically in order to minimize this type of conflict that is affected among students. Among these attempts, we highlight the practice of dialogue within schools to be developed among all members who participate in it, and also consider the need to know how these boys and girls build their cognitive structures and develop morally. That is, it is necessary that as educators we approach the process of construction of cognitive competencies that need to be constantly discussed in school

curricula as well as socio-emotional competencies that are often not considered in the daily life of the classroom, since the focus of the pedagogical work is to account for the contents inherent to the curricular disciplines. It was through this research that we sought to produce knowledge that could be used by teachers and other specialists about the need to get to know better those students who are often involved with bullying situations (in particular, as perpetrators), who bring in the midst of their relationships striking characteristics of the psychological subject in development. In this work, we were able to investigate the relationship between the level of cognitive development of the perpetrators of bullying and the fact that they present difficulties in the learning process in specific disciplines of the curriculum, especially in mathematics, which consists of the acquisition of logical mathematical knowledge, and lack of moral sensitivity. The following instruments were used to carry out the present study: Piagetian tests for the diagnosis of operative behavior; questionnaire to obtain demographic data and final concepts of students with a profile of bullying authors in the disciplines of mathematics and Portuguese Language. We were able to verify that the gaps in the level of cognitive development, as well as the low quality in the interpersonal relationships of students who are often involved in bullying actions, signaled by the absence of moral sensitivity, can affect learning and consequently bring limitations to the development and construction of certain curricular skills.

**Keywords:** Bullying, Cognitive development, Moral development, School learning.

### 1 INTRODUCTION

Many researchers have investigated school bullying either in Brazil or in other countries, but the phenomenon began to be studied in Sweden in the 1970s. This study was carried out from a systematic project developed by Olweus (1993). Such a study was a milestone that triggered the



development of much research, notably in the Scandinavian countries, Sweden, Norway, Finland and Denmark. This research has taken the lead in drawing the attention of the scientific and educational community to the problem of bullying. Many studies have corroborated the understanding and study that characterize the phenomenon, highlighting its implications in the context in which this type of violence is inserted that stand out in the publications of: AVILÉS 2002, 2006, 2008, 2012, 2013; ALMEIDA and DEL BARRIO, 2002; BANDURA 1999, 2001, 2002; ESLEA et al., 2004; FANTE, 2005; FISCHER et al., 2012; Hoover, 1992; SIZE et al., 2009; OLWEUS 1993, 1994, 1997, 1999; ORTEGA 2001; PLAN 2010; RIGBY 2005; SEIXAS, 2005; SCHWARTZ 2000; TOGNETTA Et Al. 2010, TOGNETTA AND LA TAILLE, 2008; TOGNETTA AND ROSARIO, 2012; TURIEL, 1983; and authors who have also dedicated themselves to the analysis of psychological/moral development, which stand out: GINI, 2014; PIAGET, 1932; PUIG, 1998; Kohlberg, 1989; A.L. Taille, 2006; Menesini et al., 2003; Obermann, 2011; TOGNETTA et al., 2008, TOGNETTA, 2007, 2009, 2010; TOGNETTA et al., 2013; TOGNETTA, et al., 2016; TURNER, 2009, among many others.

In the Brazilian scenario, it was, above all, in the 1990s that bullying began to be discussed, but it was from 2005 that the subject became the subject of discussion in numerous scientific articles. Although studies on school bullying in Brazil are recent, the phenomenon is old and worrisome, especially due to its harmful effects.

Certainly, if the school understood what children think, how they come to understand a new object of study, how they need to be heard and how virtue is built, for example, whose research indicates that it is not taught by moralisms or assistentialisms, but by the coexistence between equals, in opportunities for children to solve their problems with those who are entitled and not in boards, perhaps they could avoid future problems. In our work, we sought to choose the subjects of our research based on the definitions highlighted by Olweus (1999). According to the author, bullying is configured to the extent that "a student is being victimized when he is exposed, repeatedly and for a prolonged time, to negative actions by one or more students" (OLWEUS, 1999, p.10). And it completes that negative shares can be issued by means of physical contact, such as hitting, pushing, kicking, pinching and imitating the other or by verbal means, such as mocking, nicknameing; or in other ways, such as staring, making obscene gestures, and intentionally excluding from the group.

According to Olweus (1999) bullying involves aggressive behavior with the intention of causing harm. This behavior is only configured when the provocation is repeated and has a degrading and offensive character, when it is maintained despite the emission of clear signs of opposition and displeasure on the part of the target. Note: Teasing and jeering in daily peer interactions at school by a playful classmate do not constitute bullying. It is issued repeatedly and for a while, and occasional negative actions are excluded from its definition.



It is an interpersonal relationship characterized by an imbalance of power, which can occur in several ways: the target of the aggression may be physically weaker, may simply perceive himself as physically or mentally weaker than the perpetrator, or there may be a numerical difference, with several students acting against a single victim.

Thus, the criteria for the selection of the authors of bullying were made in our research based on the definitions adopted above and by contemporaries of the work of said author.

In the literature consulted, it was observed that in general, study of this phenomenon that the cases of bullying in school are marked by tragic events, such as the suicide of young people and children extensively victimized at school, unable to face the problem in order to overcome it. In addition, through unconscious mechanisms, these students tend to believe that they are deserving of mistreatment, accepting to be molested by their peers, since they do not see themselves as worthy of value. That is, they potentiate their own psychic state that makes them vulnerable. (TOGNETTA, AVILÉS AND ROSARIO, 2013).

This phenomenon, in recent decades, has gained great relevance and scientific status from Olweus (1978) who characterizes it as a subtype of aggressive behavior. For Avilés (2012), both, victim and aggressor, inserted in this dynamic are under the eyes of their equals who witness the facts. Like Olweus (1978), Turiel (1983) also stated that, in situations of aggression, aggressor boys and girls, even if they know the value of the rules that prohibit harming the other, break them, even knowing that they cause pain and anguish to the victim. Bullies, or bullies, conceive of moral rules as fragile. These intimidating subjects are more likely to self-justify their conduct so as not to feel so guilty. Therefore, they seek to justify themselves to act aggressively. That is, for Turiel (1983), they end up using mechanisms of moral disengagement that for Tognetta et al., (2016), what is at stake is the need of these individuals to justify themselves to maintain, for themselves and for the other, a good image, consistent with the standards that the subject has internalized that can certainly show us, whether formed by moral contents or not. Since then, proposals for intervention have been encouraged by several countries. It is believed, for example, that bullying played a role in some school shootings. We are also concerned with the limits related to teachers' understanding of the characteristics of the phenomenon, which open space for the penetration of common sense whose validation prevents the visualization of the negative effects that this form of violence causes in its victims.

In addition to mentioning in our work important characteristics of bullying, we intend to understand this subject in the context of an axiological education, that is, to consider it from a formation that understands it in its totality and that is in a constant process of development. This process permeates the characteristics of cognitive, affective and moral increase. An axiological education can be notoriously understood as a change of paradigms in the educational environment, where to educate is to make emerge from people their conditioning, their values and provide them with the necessary



instruments for autonomy. This positioning, focused on the formative process, full and integral of the individual, which in turn opposes the teaching model based exclusively on the transmission of programmatic contents, which often makes the process of dialogue unfeasible.

However, it is worth remembering that there is still a category of competencies that will become a teaching object mentioned in the teacher's booklet (2016) of the state network that proposes the Procedural Assessment for the initial years of Portuguese Language and Mathematics. This new category of competence, which should be the object of study and teaching, concerns the social-emotional, affective and social competencies that are not always made explicit in the official curriculum, but whose development must be monitored in the daily school life by the teacher. The curricular matrix of Procedural Evaluation (2016) proposes that there are interactive teaching methodologies to favor the physical, affective and social development of children and young people. Therefore, it is necessary to seek a broader vision of the integral development of our students in all these aspects. It is necessary to conceive and understand the intrinsic relationship between curricular knowledge, affective development, and the perspective of social relations. It is on this perspective of social relations that we want to focus, because when considering social and affective skills in the educational context it is necessary to verify whether the student is able to interact; follow rules, act in a collective situation that involves cooperation and competition; respect the other, know how to argue, listen, value the opinion of the other and have collaborative behaviors. These skills can be developed in learning situations, or didactic sequences, such as, for example, valuing and respecting the behaviors agreed with the group, recognizing and valuing the importance of collaborative and cooperative conducts; know how to work in a team; develop autonomy for research and search for information; know listen to colleagues to argue and practice mutual respect. And so, to contribute as a citizen to the society of which he is a part.

It is from the context that we mentioned above that the school, being an environment of interpersonal relationships, is consequently a place of conflicts, and therefore, needs privileged attention with regard to the quality of the relationships between the agents involved. In this space, where ethical and moral relationships are cultivated and processed, it is necessary to intervene pedagogically to help boys and girls to resolve their conflicts and to develop in their learning processes and, consequently, to become aware of themselves and others. Contributing in this way, to the formation of autonomous citizens capable of managing/dealing with their emotions (affections, frustrations and anxieties) while interacting with the object of knowledge.

The purpose of this work is also to address this theme in the educational community and socialize with the educators of the state network greater understanding about this phenomenon: bullying, so that spaces are created to reflect on the different aspects of the global development of the child in the sphere of our society. It is also expected that it will be possible to contribute to minimize



this practice in its different contexts, through preventive educational measures that can be planned and pertinent so that this theme, so discussed by contemporary educators and psychologists, is one of the objectives of the work of joint action among all the actors involved.

Certainly, it is necessary to act on social inequalities by eliminating injustices if we want to prevent these situations and also foster the culture of diversity and avoid exclusionary radicalisms, since it is at school that children have more opportunities to develop self-concept, self-esteem, and the perception of the other.

From the above, it is believed to be necessary to promote a quality education to our boys and girls. Therefore, it is necessary to seek to strengthen investment in the continuing education of teachers, as well as; provide them with occasions to reflect on the need for a broader understanding of the development of the child, with regard to both cognitive and moral development, in order to strengthen the use of appropriate educational practices that favor teaching, learning and the development of autonomy.

## **2 COGNITIVE DEVELOPMENT, MORAL & LOW ACADEMIC EFFICACY**

From so many works that sought to treat the theme of bullying in schools, in different thematic clippings present in various texts, books and articles as in the publications of the authors above, whose complete reference will be added in the bibliographic reference of this work, as well as in the banks of theses and dissertations, we did not find studies that considered from this theme, possible relationships between the level of cognitive development discussed in the Piagetian theory and the fact that the subjects studied (authors of bullying) lacking moral sensitivity present learning difficulties, specifically in curricular disciplines such as Mathematics and the Portuguese Language. Factors that seen concomitantly can bring new reflections on the relationship between development and learning from the Piagetian point of view.

In other words, the absence of elementary logical structures in the child's thinking and the low school performance, as well as certain behaviors of girls and boys, as marked by egocentrism, individualism, lack of cooperation, absence of sensitivity to the suffering of the other, lack of coordination of different points of view, the absence of reversible/logical thinking, and lack of moral sensitivity, may be the causes for the occurrence of this type of peer violence.

From the Piagetian point of view (1998), to learn and know, the child needs to assimilate the object of knowledge to the cognitive structures at his disposal. Thus, when we talk about learning mathematical concepts, for example, whether from an approach of simpler concepts to the more complex, it is first necessary that the child is in possession of the appropriate mental structures that allow him first of all, to understand. In this context, if a child entering the first year of elementary school does not have the cognitive structures he needs, he can hardly be able to assimilate any concept



that implies logical reasoning. Not having such structures, the child begins to memorize that knowledge that escapes his limit of understanding (MANTOVANI DE ASSIS, 1976). Or they may lack the conditions to put themselves in the place of the other, decentralize themselves from their own point of view to coordinate different perspectives or act autonomously, in the face of, for example, cognitive and moral conflicts.

Something that would explain, for example, the negative relationship of the student with the learning of mathematical concepts and the lack in the acquisition of the competencies and skills expected in the curricular matrix and consequently, in the low performance of school evaluations.

It is precious to conjecture the need to seek to understand the student in an integral way in the school environment in which they are inserted, observing in this context the factors linked to psychological and social development in constant interaction such as: biological maturation, physical / and logical-mathematical experience, social and educational transmission that are part of psychological development. Since, the isolated study of these factors, or even the attempt to ignore them in the school environment can certainly hinder the work with knowledge in the teaching, development and learning process.

Therefore, it is necessary that the teacher knows how the child learns and how he develops, that is, how children build their respective cognitive structures to learn. So that he can know how his students think and, consequently, help them and intervene for their development.

The ideas contained in this text are justified to give support and support about the process of cognitive and moral development of students, especially those who have become the object of our study the (authors of bullying), since awareness and affectivity can help us understand what makes a man act well, or its opposite. We believe that seeking to understand these two fundamental aspects inherent to development can contribute to reflection and pedagogical praxis in the relationships that are established in the teaching-learning process that involves teacher-student, student-student.

The school, in its current configuration, unfortunately uses a moral formation based on fear, obedience, or duty, and/or often advocates archaic pedagogical methods that make it impossible or limit our students to learn how to learn. However, adds Tognetta (2009, p. 29) "it is in the will of these boys and girls that we need to move". To this end, we must be concerned with a new pedagogical model that works beyond school content, with morality and, consequently, with the learning of the virtues that takes into account the integral and harmonious formation of man.

The search for the need to form moral (conscious, intelligent, who fulfill their duty as citizens) and ethical (affective, emotional, who want good for themselves and for the other) subjects in the school can offer some subsidies that allow us to reflect on the importance of seeking to understand these two aspects of development: the intellectual and the moral. Since, such processes are implicated





and exert their influences, either in the way how the student (a) is related to the object of knowledge, either in the interpersonal relationships that are established inside and outside the school.

Many works have aroused great interest among specialists and laypeople, especially those that focus on aspects of moral development based on the works of Jean Piaget, from the publication of his work in 1932: *The Moral Judgment in the Child*. Among others such as: GINI, 2014; PUIG, 1998; Kohlberg, 1989; A.L. Taille, 2006; Menesini et al., 2003; Obermann, 2011; TOGNETTA et al., 2008, TOGNETTA, 2007, 2009, 2010; TOGNETTA, et al., 2016; Turner, 2009.

We justify the choice of the present theme, since from the numerous works that sought to treat the theme of bullying in schools, in different thematic clippings present in the numerous texts, books and articles as in the publications of the authors above, whose complete reference will be added in the bibliographic reference of the present work, as well as in the banks of theses and dissertations, we did not find studies that considered, based on this theme, possible relationships between the level of cognitive development discussed in the Piagetian theory and the fact that the subjects studied (authors of bullying) present learning difficulties, specifically in curricular disciplines such as Mathematics and Portuguese Language and their respective skills and competencies.

Factors that seen concomitantly can bring new reflections on the relationship between development and learning from the Piagetian point of view. In other words, the absence of elementary logical structures in the child's thinking and low school performance, as well as certain behaviors of girls and boys, such as egocentrism, individualism, lack of cooperation, lack of sensitivity to the suffering of the other, lack of coordination of different points of view, absence of a thought reversible/logical, marked by the lack of moral sensitivity, may be the cause for the occurrence of this type of violence among peers.

From this publication, which includes research originally developed by Jean Piaget with young children on rules games, they point to a relationship of interdependence that we will see next between the moral development and the cognitive capacity of children. This publication represents for the history of the studies of morality, an extremely important contribution, especially regarding education, although, as is known, Piaget, in his writings did not intend to create a pedagogical method.

Piaget's studies on the development of morality and cognition demonstrate that the development of boys and girls follows changes of stages in a progressive way and that they demonstrate the flexibility of children in performing operations of decentralization and cognitive coordination between their point of view and that of other people, among their affections. In this context, the moral development in this line of investigation is seen in our work as an expression of one of the aspects of structural organization of cognition, which proposes the existence of criteria that would apply to the cognitive, social and behavioral aspects of human development which deserve reflection before the "pedagogical doing". For Piaget et al (2012), social interactions, affective, feelings



and moral judgments accompany cognitive development. In this sense, the affective and social evolution of the child obeys the same laws of mental development, since "affectivity constitutes the energetic of the conducts, whose structures correspond to the cognitive functions and, if the energetic does not explain the structure or the universe, neither of the two could function without the other." (PIAGET; INHELDER, 2012, p. 103).

According to Piaget (1998), the psychic development that begins from birth and ends in adulthood, is comparable to organic growth, since it is oriented towards balance. Mental life is also oriented towards this balance reaching a final balance between adolescence and adulthood. For the author, the development, therefore, is: "A progressive equilibrium, that is, a continuous passage from a state of lower equilibrium to a state of higher equilibrium" (PIAGET, 1998, p.13). The final form of equilibrium attained by organic growth is more static than that towards which the development of the mind tends. Once this upward evolution is completed, a regressive evolution of mental structures that leads to old age begins immediately afterwards. However, certain psychic evolutions will depend intimately on the state of the organs, which, in turn, follow an analogous curve. The higher functions of intelligence and affectivity, on the other hand, tend to have a mobile balance. Piaget explains the evolution of child and adolescent cognitive development in terms of balance. That is, mental development, according to the Piagetian perspective, is a continuous construction, compared to the building of a large building, which, as something is added, tends to become more and more solid. However, on each floor of this building, there are constant functions common to all ages. On these floors or levels, the action always supposes an interest that triggers it. This interest can be represented by a physiological, affective or intellectual need, at all levels, intelligence, seeks to understand, explain, invent, etc. However, it should be noted that the interests usually vary from one mental level to another and that the particular explanations inherent to each subject take on the forms pointed out by Piaget, very different according to intellectual development.

Piaget (1998), in his work "Six studies of Psychology", distinguishes the forms of organization of mental life that mark the motor or intellectual aspect, the affective aspect and the individual and social (interindividual) dimensions. And he explains that there is, in fact, a constant parallel between the moral/affective and intellectual life. In effect, the interactions established throughout our life and development will contribute to the process of building our structures Cognitive. These aspects are inseparable and follow the same line of evolution. That is, even emotion, which is the most elementary form of affect, needs the cognitive aspect. The conflicts existing in these interactions can, from the process of balancing (cognitive process), promote new ways of acting or relating to others. Since, the subject, when trying to solve them, appeals to his mental schemes, and if these are insufficient, thus arises the need to build new schemes in order to adapt to a new situation. The affectivity so striking in these relationships would be the energetic of these conducts. The school in this context becomes a





privileged space for such interactions and for cognitive and affective reelaborations to occur. For, in the face of a conflict, it is in this space that the child will find new forms of arguments to relate to the other, as well as another sociocultural context in which the child, young person and adult are inserted. Although Piaget devoted himself to the study of the genesis of knowledge, and not to the creation of a method and a didactic for the application of his theory, he presents the importance of education in the formation of moral consciousness.

The virtues, for example, represent the affective side of morality, and can be seen, according to Tognetta (2007), as an object of intersection between the moral, cognitive and affective domains. The virtues are expressed in the will to be just, in respect, solidarity, generosity and feelings, which in turn correspond to the process of internal construction of the psyche and constitute the basis of the formation of the moral conscience. The virtues consolidate morality, because they represent the values built by each and every one, that is, in the representation we have of ourselves, in our capacity to overcome, to think and feel and in the willingness to do good.

Piaget (1932) considers in his work, justice as the greatest of all virtues, because only it can be valid for all acts. In this context, to act virtuously means to seek both the good of others and the good of one's own subject. The formation of moral conscience, therefore, is what will constitute the ethical subject (PIAGET, 1932). These values can be built in the school, in the relationship between the students and with the entire educational community. Thus, we see the need to offer an education based on the formation of a moral conscience consists in being able to lead the subject to self-regulate and become able to decenter himself from a point of view and coordinate his own with that of others, an internal process whose opportunities are offered by the environment in which the student is inserted. We insist on the fact that, the school, again, plays a preponderant role in this process of formation of moral consciousness or socio-emotional competencies. But for people to reach this level of moral consciousness they will need to conquer the thought of a more autonomous morality, leaving behind the domain of heteronomous morality.

Piaget (1932/1994) approaches concepts of heteronomy and autonomy to explain the development of morality. Faced with the first concept, there is no thought of justice by the criterion of equality/equity, but of authority; The self-centeredness characteristic of this stage in the development of morality prevails. In the second concept - autonomy, the criteria of justice appeal much more to equity, and to the development of autonomy that can be understood in the Piagetian perspective as consensus in group life, among equals, hence the idea of respect, reciprocity, cooperation and loyalty, usually established among one's peers. Autonomy only appears in subjects with reciprocity, when mutual respect is strong enough for the individual to experience inwardly the need to treat others as he would like to be treated. In one of his works entitled "Where Education Goes (1948)" Piaget puts us that the full development of the personality, under its most intellectual aspects, is inseparable from the



set of affective, social and moral relationships that constitute life at school. In reality, education constitutes an inseparable whole, and autonomous personalities cannot be formed in the If, on the other hand, the individual is subjected to an intellectual constraint of such a nature that he has to confine himself to learning by imposition without discovering the truth for himself, for if he is passive intellectually, he would not be able to be morally free.

### 3 FINAL CONSIDERATIONS

Analyzing the data found from the instruments used to verify our initial proposition as (questionnaires, application of Piagetian operative tests and the final concept of the students in the disciplines: Portuguese Language and Mathematics), we verified that the results found corroborate to ratify our hypothesis. Since, the gaps in the process of development of the cognitive structures of the students who are the authors of bullying may be directly related to the low quality in the interpersonal relationships in the school environment in which they are inserted, since, as already seen, violent practices and actions among the students are outside the scope of cooperation, mutual respect, the feeling of justice; that is, practices that can demonstrate gaps in the process of awareness and decision-making that are based on ethical principles, and therefore more rational. Factors that well observed and analyzed, can demonstrate fragile social relationships.

We can ascertain, therefore, that the results found in our research can denote that the some gaps present in the process of cognitive development based on moral relations that contradict respect and lack of awareness about the rules, ignore the principle of justice and the construction of autonomous personalities able to cooperate.

The set of these behaviors, based on aggression, whether physical or verbal, practiced by authors of bullying and the gaps present in the process of construction of elementary logical structures may have some allusions in the learning process and in relation to the knowledge of specific disciplines such as Mathematics. Elementary logical structures are implicit in the acquisition of any and all knowledge. Therefore, having not built such structures that constitute concrete logical thinking, students will certainly have difficulties in understanding other concepts that involve mathematical reasoning. A fact that leads them to have a fragile relationship with the learning process itself, which, consequently, will be reflected in the lack of skills and competencies present in the Common Curricular Base that contemplate this discipline.

We believe that a systematic assessment of the assessment instruments used in new studies may, perhaps, demonstrate that the theoretical constructs present in the Piagetian approach on the development of elementary cognitive structures and morality may also have other implications for development, for learning and consequently for school performance.



In the course of the exposition of the present work in its chapters "The cognitive development of the authors of bullying: Implications for school learning" – doctoral thesis (2016), we seek to understand the importance of looking at the individual, in particular, the (authors of bullying) in their totality with regard to their full and integral development, without the intention of creating labels or pre-concepts, encompassing factors inherent to development (psychological and social). We seek to consider these factors in this thesis in order to verify their implications for the learning process from the context of the interpersonal relationships in which these students were involved. However, we believe that there is still a need for deeper investigations on the variables found, such as a sample that contemplated a larger number of subjects so that new measurements could be made on the hypotheses raised.

In conclusion, the arguments presented by the theories presented and the bibliographic framework can at first ratify our hypotheses with the fact that there is a relationship between the behavior of children often involved in bullying situations (lacking moral sensitivity) and the level of construction of elementary logical structures, which influences their behavioral repertoire and the learning process as the construction of new competencies and the development of new skills inherent to the Common Curricular Base. Work whose deepening may extend for years to come.

Piaget (1970) makes some recommendations to the pedagogue: It is important to enable the student to construct the notions and discover the relations and mathematical properties, instead of imposing on him an adult thought already finished; it is necessary to ensure the acquisition of notions and operative processes before introducing formalism; it is indispensable to provide the student with what is necessary for him to initially acquire the experience of beings and mathematical relations, and to enable him to construct deductive reasoning, to learn to formulate problems, to research data, to explore and appreciate the results, and to devote himself in preference to the heuristic investigation of problems than to the doctrinal exposition of theorems; It is necessary to study the mistakes of the students and see in them a means of knowing their mathematical thinking, giving priority to reflection and reasoning.

That we seek to understand how the different factors that make up the complex subject in all its dynamism (cognitive, affective, moral, behavioral and intellectual) are constituted. Utopia or not, the search for this understanding would bring us closer to a more humanistic model of education from the perspective of a curriculum that values and enhances knowledge necessary for a critical and reflective formation.



## REFERENCES

- ALMEIDA, A.; DEL BARRIO, C. A. A vitimização entre companheiros em contexto escolar. Um novo método narrativo para estudo das representações dos maus-tratos entre pares na pré-adolescência: o Scan Bullying. In: MACHADO, C.; GONÇALVES, R. A. (coord.). *Violência e vítimas de crime: crianças*. Coimbra: Quarteto, 2002. (v.2)
- AVILÉS, J. M. La intimidación entre iguales (bullying) en la Educación Secundaria Obligatoria. Validación del Cuestionario CIMEI y estudio de incidencia (Tesis doctoral no publicada). Universidad de Valladolid, 2002.
- Bullying: El maltrato entre iguales. Agressores, víctimas y testigos en la escuela. Salamanca: Amarú Ediciones, 2006.
- Bullying: Diferencias de atribución causal en el bullying entre sus protagonistas (Differences of causal attribution in bullying among participants). *Electronic Journal of Research in Educational Psychology*, v. 4, n. 2, p. 136-148, 2008.
- Prevención del maltrato entre iguales a través de la educación moral. *IIPSI Revista de Investigaciones Psicológicas*, v. 15, n. 1, p. 17-31, 2012.
- Análisis psicosocial Del cyberbullying. Claves para una educación moral (A psychosocial analysis of cyberbullying: Keys to a moral education). *Papeles Del psicólogo*, v. 34, n.1, p. 65-73, 2013.
- Bullying: Guia para educadores. Campinas:Mercado das Letras, 2013.
- BANDURA, A. Moral disengagement in the perpetration of inhumanities. *Personality and Social Psychology Review*, v. 3, n. 3, p. 193-209,1999.
- Selective moral disengagement in the exercise of moral agency. *Journal of Moral Education*, v. 31, n. 2, p. 101-119, 2002.
- BANDURA, A.; CAPRARA, G.V.; BARBARANELLI, C.; PASTORELLI, C.
- Sociocognitive self regulatory mechanisms governing transgressive behavior. *Journal of Personality and Social Psychology*, v.80, n. 1, p. 125-135, 2001.
- CONOVER, W. J. *Practical Nonparametric Statistics*. 3. ed. Nova York:John Wiley & Sons Inc., 1999.
- ESLEA, M.; MENESINI, E.; MORITA, Y.; O'MOORE, M.; MORA-MERCHÁN, J.A.; PEREIRA, B. Friendship and loneliness among bullies and victims: data from seven countries. *Aggressive Behavior*, v. 30, n. 1, p. 71-83, 2004.
- FANTE, C. *Fenômeno Bullying: Como prevenir a violência nas escolas e educar para a paz*. 2. ed. Campinas: Versus Editora, 2005.
- FISHER, H. L.; MOFFITT, T.E.; HOUTS, R.M.; BELSKY, D.W.; ARSENEAUTL, L.; CASPI, A. Bullying victimization and risk of self-harm in early adolescence: longitudinal cohort study. *BMJ*, v. 344, n. 2683, 2012.
- GINI, G.; POZZOLI, T.; HYMEL, S. Moral disengagement among children and youth: a meta-analytic review of links to aggressive behavior. *Aggressive Behavior*, n. 40, p. 56-68, 2014.



HOOVER, J. H.; OLIVER, R.; HAZLER, R. J. Bullying perceptions of adolescent victims in the Midwestern USA. *School Psychology International*, v. 13, n. 1, p. 516-525, 1992.

KOHLBERG, L. Estádios morales y moralización. El enfoque cognitivo-evolutivo [Moral stages and moralization. The cognitive-developmental approach]. In E. Turiel, I. Enesco y J. Linaza (Eds.), *El mundo social en la mente infantil [The social world in the child's mind]*. Madrid: Alianza Editorial, 1989.

LA TAILLE, Y. et al (org.). *Crise de Valores ou Valores em crise*. Porto Alegre, Artmed, 2009.

MANTOVANI DE ASSIS, O. Z. A solicitação do meio e a construção das estruturas lógicas elementares na criança. 1976. 173 f. Tese (Doutorado em Ciências) - Universidade Estadual de Campinas, Campinas, 1976.

(org.). *Provas para diagnóstico do comportamento operatório concreto e formal*. São Paulo: Editora da Unicamp, 2004.

MENESINI, E.; SANCHEZ, V.; FONZI, A.; ORTEGA, R.; COSTABILE, A.; LO FEUDO, G. Moral emotions and bullying: a cross-national comparison of differences between bullies, victims and outsiders. *Aggressive Behavior*, v. 29, n. 6, p. 515-530, 2003.

OBERMANN, M. Moral disengagement among bystanders to school bullying. *Journal of School Violence*, v. 10, n. 3, p. 239-257, 2011.

OLWEUS, D. *Bullying at school: what we know and what we can do*. Blackwell: Oxford. 1993.

Bullying at school: basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry*, v. 35, p. 1171- 1190, 1994.

Bully/victim problems in school: Knowledge base and an effective intervention program. *Irish Journal of Psychology*, v. 18, n. 2, 170-190, 1997.

In: SMITH, P. K. et al. (Eds.). *The nature of school bullying: a cross-national perspective*. London: Routledge, 1999. p. 7-27.

ORTEGA, R.; DEL REY, R.; MORA-MERCHÁN, J. A. Violencia entre escolares. Conceptos y etiquetas verbales que definen el fenómeno del maltrato entre iguales. [Violence among school children. Concepts and verbal labels the phenomenon of bullying]. *Revista Interuniversitaria de Formación del Profesorado*, v. 41, p. 95–113, 2001.

PIAGET, J. *Para onde vai a educação?* 6. ed. Rio de Janeiro: Zahar, 1948.

*Psicologia e Pedagogia*. Rio de Janeiro: Forense: Universitária, 1970.

*O juízo moral na criança*. São Paulo. Summus, 1934- 1994.

*A equilibração das estruturas cognitivas: Problema central do desenvolvimento*. 2. ed. Rio de Janeiro: Zahar, 1998.

*Seis Estudos de Psicologia*. 23. ed. Rio de Janeiro: Forense Universitária, 1998.

PIAGET, J.; INHELDER, B. *A psicologia da criança*. 6. ed. Rio de Janeiro: Bertrand Brasil, 2012.



- PUIG, J. M. A construção da personalidade moral. São Paulo: Ática, 1998.
- RIBEIRO, M. C. O Desenvolvimento cognitivo dos autores de bullying: Implicações para aprendizagem escolar. Tese de Doutorado, 2016.
- RIGBY, K. New perspectives on bullying. Philadelphia: Kingsley, 2005.
- SÃO PAULO (ESTADO). Secretaria da Educação. Matriz de Avaliação processual: anos iniciais; língua portuguesa e matemática; encarte do professor. São Paulo: SEE, 2016.
- SEIXAS, S. R. Violência escolar. Metodologias de identificação dos alunos agressores e/ou vítimas. *Análise Psicológica*, v. 2, n. XXIII, p 97-110, 2005.
- SCHWARTZ, D. Subtypes of victims and aggressors in children's peer groups. *Journal of Abnormal Child Psychology*, v. 28, n. 2, p. 181–192, 2002.
- TOGNETTA, L. R. P. A construção da solidariedade e a educação dos sentimentos na escola: uma proposta de trabalho com as virtudes numa visão construtivista. Campinas: Mercado das Letras, 2007.
- A formação da personalidade ética: estratégias de trabalho com afetividade na escola. Campinas: Mercado das Letras, 2009.
- Vencer o Bullying Escolar: O desafio de quem se responsabiliza por educar moralmente. In: TOGNETTA, R. P.; VINHA, T. P. (org.). *É possível superar a violência na escola?: Construindo caminhos pela formação moral*. São Paulo: Editora do Brasil, 2012. Cap. 5.
- TOGNETTA, L. R. P.; BOZZA, T. L. Cyberbullying: um estudo sobre a incidência do desrespeito no ciberespaço e suas relações com as representações que adolescentes têm de si. *Nuances. Estudos sobre Educação da UNESP*, v. 23, n. 24, p. 164-180, 2010.
- TOGNETTA, L. R. P.; LA TAILLE, Y. A formação da personalidade ética: representações de si e moral. *Psicologia: Teoria e Pesquisa*, v. 24, p. 181-188, 2008.
- TOGNETTA, L.R.P.; MARTINEZ, J.M.A.; ROSÁRIO, P. Bullying, um problema moral: representaciones de si mismo y desconexiones morales. *Revista de Educacion España*, 2016.
- TOGNETTA, L. R. P.; ROSÁRIO, P. Bullying e autorregulação: um estudo sobre o fenômeno à luz da psicologia moral. 2012. [texto não publicado].
- Bullying: dimensões psicológicas no desenvolvimento moral. *Revista Estudos em Avaliação Educacional*, v. 24, n. 56, p. 106-137, 2013.
- TOGNETTA, R. P.; VINHA, T. P. Quando a Escola é Democrática: Um olhar sobre as práticas das regras e assembleias na escola. Campinas: Mercado das Letras, 2009.
- Estamos em conflito: eu, comigo e com você! Uma reflexão sobre o bullying e suas causas afetivas. Escola, conflitos e violência. Santa Maria: Editora da UFSM, 2008.
- TURIEL, E. The development of social knowledge: Morality and convention. Cambridge: Cambridge University Press, 1983.
- TURNER, R. M. Moral disengagement as a predictor of bullying and aggression: Are there gender differences? (Tesis doctoral no publicada). Universidad de Nebraska-Lincoln., 2009.