

# **Violencia Social Violencia Escolar**

**Silvia Dubrovsky,Carla Lanza**

Violencia social - Violencia escolar Silvia Bleichmar,2008 Reflexiones sobre la violencia escolar y la violencia de la sociedad en general que según la autora no está relacionada como se ha dicho con la pobreza sino con el resentimiento por las promesas incumplidas y la falta de perspectivas de futuro.

**Violencia social, violencia escolar** Silvia Bleichmar,2020-04-01 Siglo XXI. La violencia social es un fenómeno cotidiano, ya se ha naturalizado, ya no sorprende. La violencia escolar es noticia diaria en los medios de comunicación. ¿Es ella un reflejo de la violencia social? Silvia Bleichmar abordó en sus escritos, en sus conferencias, en sus reportajes, con su profunda implicación y su acostumbrada lucidez, estos temas. Planteaba en ellos que las formas actuales de la violencia dan cuenta de procesos muy severos de desubjetivación en el país, y de procesos profundos de impunidad y resentimiento acumulados. Propone un cambio en el orden del día de las agendas de los funcionarios de los distintos estamentos del Estado: en lugar de poner el acento en la seguridad, ponerlo en la impunidad. Silvia Bleichmar señalaba: Hay que terminar con el mito de que la violencia es producto de la pobreza. La violencia es producto de dos cosas: por un lado, el resentimiento por las promesas incumplidas y por el otro, la falta de perspectiva de futuro... Que educar no sea una propuesta idealista de hacer todos un pacto de llevarnos bien y entendernos, sino de entender los nexos profundos que hay entre una cultura que durante años propuso el 'no te metás' mientras se asesinaba al semejante. Y que se continuó después en un individualismo de 'salvarse solo, a costa de lo que sea' convertido en un principio de vida y una cultura como forma de picardía que se convirtió en modelo de ejercicio social. Creo que nosotros tenemos que partir de reconocer el país que construimos o que desconstruimos para poder educar a los jóvenes en el país que queremos construir.

**Violencia escolar y climas sociales** ,2008 Permite evidenciar que los climas sociales escolares favorables, en los que se desarrollan prácticas pedagógicas que facilitan la integración y la participación de los alumnos, disminuyen considerablemente la frecuencia de situaciones violentas, tanto en lo que respecta al hostigamiento como a las manifestaciones de violencia propiamente dicha.

**Violencia social, violencia escolar ,**

**¿Aulas conflictivas?** Domingo José Gallego Gil,Horacio Antón Álvarez,2007-07-06`Son más conflictivos hoy nuestros estudiantes de lo que lo fueron los de antaño? Una de las discusiones más frecuentes cuando hablamos los docentes-y otras

personas, en general, no relacionados con la docencia de forma directa-sobre la conflictividad escolar-como reflejo de lo social-es si ahora es más intensa o de más entidad que en las pocas pasadas-más o menos reciente. Los padres, los amigos e iguales, la calle, los medios de comunicación y su forma de reflejar la actualidad-real o percibida-, la política y los políticos, los que enseñan cosas y transmiten conocimientos...todos en general: "estamos ofreciendo los modelos adecuados de persona a los jóvenes que intentamos socializar?

**Violencias, pobreza y desigualdad** Mario Luis Fuentes,Delfino Vargas,2025-01-29 La violencia tiene como campo de cultivo la pobreza, la desigualdad y los sentimientos de injusticia, frustración, hostilidad, y se requiere de diversas acciones encaminadas a eliminar, o al menos disminuir, estos factores. Los análisis que conforman esta selección incorporan varias dimensiones de la violencia, entre otras, los secuestros, las desapariciones, la migración forzada por la pobreza extrema en comunidades indígenas, al igual que la constante violación a los derechos humanos de niños, niñas y adolescentes, y a los derechos a una vivienda digna, a la educación de calidad, a la salud. En suma, se muestra la forma en que las violencias van ligadas a otros fenómenos sociales como la pobreza y la desigualdad, y por ello resulta necesario incorporarlas como parte de la cuestión social en México.

La violencia está en los otros María Alejandra Arias,Martín Martínez,Daniel Parafita,Hoenir Sarthou,2012

*La realidad social y las violencias* Silvia López Estrada,2015-05-25 Situada ahí donde empieza la patria, a Tijuana la define su condición fronteriza y la leyenda negra que han recreado sus propias realidades. En La realidad social y las violencias. Zona metropolitana, la mirada analítica de un grupo de investigadores captura las distintas violencias que en la vida cotidiana afectan a los habitantes de esta ciudad. Producto del flujo migratorio y de la presencia de la industria de exportación, Tijuana es una de las ciudades más dinámicas del siglo XXI; creció al amparo de la especulación del suelo urbano y de una permisiva cultura de la legalidad, que a través de la historia ha contribuido a recrear imágenes que van de la inmoralidad a la corrupción y la impunidad. En este contexto, los diferentes autores muestran nuevas realidades, es el caso de la violencia del narcotráfico, como consecuencia del incremento en la tasa de desempleo -hecho inédito en 20 años-, y la precarización laboral de trabajadores que habitan en viviendas de dimensiones mínimas, cuyos hijos no tienen suficientes oportunidades educativas. Se evidencia también cómo estas situaciones exponen a los distintos miembros de la familia a conflictos y riesgos en la casa, el trabajo y la comunidad, aumentando el estrés colectivo y alterando la salud mental. De crucial importancia ha sido la respuesta de la sociedad tijuanense, por ello los distintos especialistas también resaltan los factores de contención que a través de buenas prácticas de la sociedad civil organizada y de los gobiernos locales, han contribuido a tratar de mantener o restituir las bases de la convivencia y el tejido social.

**Violência escolar** Célia Auxiliadora dos Santos Marra,2007

*Las prácticas sociales que caracterizan la convivencia cotidiana de la escuela primaria pública (Colección Vestigium)* Itzia

Yunuén Gollás Núñez, 2018-10-31 Desde un análisis sociológico de las prácticas relacionales en la escuela primaria pública, en esta investigación se procura desentrañar qué caracteriza a las prácticas sociales que conforman la convivencia cotidiana en la escuela primaria de la Zona Metropolitana de Guadalajara. Para ello, se develan las dinámicas de interacción recurrentes entre los miembros de la escuela en el contexto del aula y del recreo. El campo de estudio se aborda desde un diseño etnográfico, cuya recolección de información se apoya en la teoría del habitus de Pierre Bourdieu, y se analiza desde la concepción de Anthony Giddens sobre las prácticas relacionales. Los hallazgos apuntan a que las prácticas de convivencia aluden a temas como: el movimiento, la plática, el juego, la disciplina y la violencia, constructos que provocan tensiones -o que surgen de ellas- entre las prácticas de niños y niñas, docentes y directivos; mientras que los niños y niñas quieren divertirse, los docentes y directivos procuran guardar la disciplina, eso genera diferentes tipos de violencia. Asimismo, la reflexión y la socioafectividad de los agentes se presentan como las posibilidades para mejorar la convivencia escolar.

**Bullying, Prejudice and School Performance** José Leon Crockick, Nicole Crockick, 2017-02-14 This brief presents a new approach to the study of bullying and prejudice in school settings, analyzing the particularities of these two forms of violence and relating them to the hierarchies that distinguish students based on academic performance and popularity. Analyzing data gathered by surveys carried out between 2010 and 2014 with 274 students from public schools of São Paulo, Brazil, the authors show that, despite bullying and prejudice are related, they have specific characteristics that need to be acknowledged in order to help educators develop more efficient initiatives to prevent them. Building upon the Critical Theory of Society - especially Adorno's studies of authoritarian personality and school hierarchies - the authors develop a theoretical framework that helps researchers and educators to identify the particularities of bullying and prejudice and develop specific strategies to deal with them. In addition, the empirical and theoretical elements presented in the book show how these forms of violence are related to the two hierarchies that exist side by side in schools - the official hierarchy that distinguishes good and bad students based on their academic performance and the unofficial hierarchy characterized by the distinction between those who excel in dating, fighting, in team sports and those who do not excel in any of these activities. This innovative volume:

- Argues that bullying and prejudice are different forms of school violence that demand different theoretical and practical approaches
- Examines data gathered by surveys carried out with 274 students of public schools in São Paulo, Brazil, between 2010 and 2014
- Relates bullying and prejudice to the hierarchies that distinguish students based both on their academic performance and popularity
- Analyzes the impact of factors such as autonomy from the school authority and the ideology of authoritarianism on bullying and prejudice
- Presents strategies to fight bullying and prejudice in schools

Bullying, Prejudice and School Performance: A New Approach is a useful and innovative tool for psychologists, educators, sociologists, school teachers and researchers in the fields of child and school psychology, educational psychology, sociology of education and related disciplines.

**Contra la escuela. Autoridad, democratización y violencias en el escenario educativo chileno** Pablo Neut Aguayo,2021-07-12 Objetando la matriz de opinión que reduce la violencia escolar al bullying, el texto explora las violencias invisibilizadas por tal matriz y que se expresan en las relaciones entre los estudiantes, la institución y las autoridades.

**La Orientación Educativa: una mirada desde la investigación científica** Colectivo,2023-04-10 El libro La Orientación Educativa: una mirada desde la investigación científica, es producto del Congreso de Pedagogía y Deporte, organizado por la Red de Investigadores de la Educación y el Deporte en coordinación con la Red Iberoamericana de Pedagogía e instituciones Aliadas que promocionan el desarrollo, socialización y visualización de las investigaciones que contribuyan al cambio contextualizado del proceso de enseñanza-aprendizaje en cualquiera de sus manifestaciones apoyados en la ciencia y la tecnología. En el libro se abordan temáticas relacionadas con las Ciencias de la Educación dirigidas a mejorar el desempeño de la actividad docente-educativa, proceso de enseñanza-aprendizaje, problemas específicos esenciales en la formación de los maestros en su área de trabajo como profesionales de la educación, aplicar métodos científicos y habilidades profesionales de acuerdo con el avance de las Ciencias de la Educación, así como concebir y desarrollar proyectos de acuerdo con las necesidades institucionales, familiares e individuales. Las propuestas didácticas y pedagógicas que se presentan se convierten en una herramienta potencial que conduce a la formación académica e enriquece los aprendizajes, así como la actividad científico-investigativa que prepara a los educandos en el orden teórico y práctico desde diferentes contextos educativos favoreciendo el desempeño personal de los profesionales de la educación.

La niñez herida Sebastián León,2024-12-04 Todos cargamos con heridas emocionales infantiles. Algunas de estas heridas son leves y circunstanciales, mientras que otras son graves y crónicas, como aquellas que responden a experiencias de maltrato infantil: violencia física, violencia psicológica, abuso sexual, negligencia parental, abandono. Si la niñez herida es una infancia maltratada, entonces su opuesto es una niñez bien tratada. Una crianza basada en el buen trato y una educación para la no violencia son pilares fundamentales de la salud mental.

Adolescentes y jóvenes en dificultad social Miguel Melendro Estefanía,Luis Ángel Suárez González,Silvia Perdomo Molina,2000

**Voces de la inclusión** Irene Edith Ramírez Hernández ,Víctor Gutiérrez ,Ismael Cáceres-Correa ,Pablo Valenzuela Carrillo,2016 La inclusión educativa no es una moda pedagógica, es una necesidad educativa real. A pesar de la polisemia del término “inclusión”, una idea en común que subyace en todos los textos de este libro, es la integración efectiva de los educandos a través del conocimiento, con el fin de hacer justicia social, reconociendo la diferencia de todas las personas, teniendo como base los Derechos Humanos. La variedad de los acercamientos a este tópico, así como la diversidad geográfica en cuanto al origen de los autores, nos ayuda a situarnos y entender que la inclusión educativa no se limita sólo a la atención de alumnos con NEE. En realidad, todos los educandos, al ser diferentes, requieren de una atención específica. Sin embargo,

las desigualdades sociales y los prejuicios culturales que hoy día prevalecen, hacen urgente voltear la mirada y centrar la práctica en los que, por diferentes causas, se encuentran en situación de mayor desventaja y vulnerabilidad.

*Violencia, seguridad y derechos humanos* Pablo Emilio Angarita Cañas. Iban Trapaga. José Guadalupe Rivera González. Isabel Aguilar Umaña. Markus Gottsbacher. Gladys Rocío Ariza Sosa. Diego Alveiro Restrepo Ochoa. Jesica Vega. José Luis Coronado. Olivia Aguirre Bonilla. Adán Cano Aguilar. Marcos Jacobo Estrada Ruiz. Gracia Emilia Chávez Ortiz. Alejandro Botero Carvajal. Lina Marcela Quiceno.,2017-06-01 Los capítulos que componen este libro tienen en común la exposición de diversas situaciones de violencia e inseguridad en lugares muy distantes del continente americano, desde una ciudad como Medellín, pasando por los países centroamericanos del Triángulo Norte, y recorriendo varios estados mexicanos hasta llegar a las cárceles de Texas, en Estados Unidos. En medio de estos disímiles territorios, encontramos que los textos aquí publicados tienen en común la descripción de la situación de violencia e inseguridad, contextualizada en sus orígenes próximos y remotos, acompañada de análisis críticos de las políticas aplicadas en los últimos años para enfrentar la violencia y la inseguridad en las calles y en las cárceles, todos ellos sustentados con evidencias empíricas y contrastados con otras investigaciones o teorías consideradas ya clásicas en el acervo de la criminología crítica.

Perezhivanie. La potencia de un concepto vigotskiano Silvia Dubrovsky,Carla Lanza,2023-08-15 Este libro presenta un material que sistematiza y recupera la potencia de los trabajos realizados en distintos contextos a partir de la categoría vigotskiana de perezhivanie (experiencia) como unidad de análisis. La difusión que han experimentado en la última década los enfoques socioculturales en el contexto internacional ha permitido el acercamiento a la categoría de perezhivanie en tanto unidad heterogénea que nuclea los aspectos afectivos y cognitivos de la personalidad. La teoría sociohistórica se constituyó en una teoría explicativa de los procesos cognitivos de desarrollo, hasta la revisión que Vigotski realizó al final de su vida, postulando la categoría de perezhivanie. En el campo de las prácticas educativas y psicopedagógicas ha sido muy significativo y enriquecedor tomarla como unidad de análisis, a fin de lograr una comprensión más relacional sobre los procesos de aprendizaje y desarrollo. Esta obra permite revisitar la teoría sociohistórica tanto desde las prácticas docentes y de investigación universitaria, así como también desde las experiencias cotidianas en las escuelas.

**Aprender a convivir** Pello Ayerbe Echeberría,Pello Aramendi Jáuregui,2007 En esta obra se aborda el tema de la convivencia en los centros de Secundaria tras una exhaustiva investigación llevada a cabo por los autores. La convivencia y los problemas de indisciplina y de violencia escolar no son temas nuevos. Se han producido en el pasado y se producirán en el futuro. Pero tras el estudio realizado y después de analizar los modelos de convivencia y las diferentes problemáticas surgidas en los distintos centros, los autores destacan la necesidad de aunar esfuerzos entre todos los sectores sociales para afrontar colectivamente fenómenos educativos y sociales cada vez más impredecibles, inusitados, complejos y multifacéticos. Las instituciones sociales, los medios de comunicación, la familia, la escuela, los padres y los profesores tienen por delante

todo un reto : la puesta en práctica de modelos de convivencia que formen a las nuevas generaciones para vivir en una sociedad plural y democrática. este libro les ayudará en esa apasionante tarea.

**Educación inclusiva y convivencia escolar** Alexander Ortiz Ocaña,Laudith Herrera Pertuz,2019-03-01 El tema central es abordado desde el contexto de la educación y la inclusión social en los procesos pedagógicos de enseñanza y aprendizaje, tomando la mediación escolar como eje transversal y principal herramienta en los procesos convivenciales dentro del plan curricular del ciclo de básica primaria en una organización educativa. Se considera que la mediación escolar inclusiva discurre como un eje transversalizador en todos los ámbitos de la institución educativa, involucrados a los diversos estamentos en el empeño de mediar para el logro de un ambiente pacífico que involucre, como un énfasis estratégico a los padres y madres, en trabajo conjunto con los estamentos internos del plantel educativo. Se reflexiona en el objeto de estudio sobre la convivencia, la mediación y la educación inclusiva, cuyo protagonista central es el docente quien ha de actuar consciente de que en el proceso de enseñanza y aprendizaje existe la constante y siempre urgente necesidad de formar, educar y aportar a la protección del alumnado, de manera que se responda a las necesidades, intereses, anhelos y diversidad de esta población en un contexto con claros signos de marginación e injusticia social.

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