

Presentation

School: conflicts, feelings and alterity

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The theme of this issue is “School: conflicts, feelings and alterity”. This theme is relevant because tensions that pervade interpersonal relationships in school life are marked by different beliefs, causing the meaning of values to be distorted or negative, leading to the idea that they may be different for one person or another and straying away from the concept that they are universal and immutable. Thus, we fall into relativism, that is, the idea that everything can be done and said, without paying attention to the preservation of alterity or acknowledging it. There are no more values, no one listens to each other, or even acknowledge others for being different. As a result, many conflicts are established.

The theme is consistent with the idea that conflicts are part of the human trait and they are understood as a necessary process of life. However, they usually occur between subjects who engage in incompatible actions, such as opposing to or disagreeing with a thought about a particular fact or situation.

Due to this incompatibility, conflicts can be classified as positive or negative. Positive conflicts are those that seek the well-being of those involved, a conflict in which the outcome produces a beneficial relationship with others. The negative conflict, on the other hand, only wears or deteriorates relationships, favoring the malefic relationship between individuals and generating violence, such as, for example, school bullying, disrespect and non-recognition of otherness.

Conflicts generate feelings. When a conflict is positive, it generates good feelings, such as trust and empathy. Negative conflicts produce bad feelings. Such feelings range from doubt and anguish to irritability, sadness, indifference, indignation and guilt.

Feelings are an integral part of the subjectivity of individuals and they are interrelated with the processes of cognition, behavior, and bodily reactions. In this sense, it is important for children and adolescents to be able to deal with their feelings, with their self-knowledge and manage their feelings

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and thoughts, recognizing how and what they feel. All this subjective apparatus must also be a concern in daily school life.

Moreover, when one analyzes conflicts through their classifications, one perceives that they are ethical events when they value alterity. It happens that valuing otherness is to foster the intersubjective recognition of individuals' identity, as well as being responsible for this valuation. Thus, the theme of alterity, in addition to relating to the themes of conflict and feelings, also intertwines with recognition and responsibility. By "recognition" one understands the attitude of an individual when acknowledging others for their characteristics and identity. Then recognition will always be intersubjective, since the way in which the relation of recognition is structured is always reciprocal; after all, one subject will only be recognized by others when he/she recognizes the particular identity and singular characteristics of others. When it comes to recognition, conflict that arises between subjects is not merely the preservation of the physical body, but an ethical conflict, in which subjects need to recognize each other as humans with singular characteristics. That is why recognition also requires assuming responsibility for otherness.

Therefore, it is important to consider the possibility of interlocution between the keywords in this issue "School: conflicts, feelings and alterity" and the articles that compose it. These articles address research results that are based on the school context and the relationships that occur there, as well as the view of teachers, students and school administrators, among other aspects of the discussion related to the aim of the present issue.

Now that we have briefly discussed the theme, we present the articles of this issue: "Moral deliberation: intellectual and affective dimensions" of Yves De La Taille (*Universidade de São Paulo*). "Intersubjective recognition used to boost the responsibility for otherness in cases of conflicts in schools" of Grasiela Cristine Celich Dani, Lúcia Saete Celich Dani (*Universidade Federal de Santa Maria*) and Maria Teresa Ceron Trevisol (*Universidade do Oeste de Santa Catarina*). "Theft in schools: Teacher judgments about the teaching practice in elementary school" of Heloisa Moulin de Alencar and Leandra Lúcia Moraes Couto (*Universidade Federal do Espírito Santo*). "Bullying in adolescence: causes and behaviors of Portuguese and Brazilian students" of Maria Teresa Ceron Trevisol (*Universidade do Oeste de Santa Catarina*), Beatriz Pereira (*Universidade do Minho, Portugal*) and Patrícia Mattana (*Universidade do Oeste de Santa Catarina*). "School experiences of juveniles under socio-educational corrective measures" of Dorian Mônica Arpini and Renata Petry Brondani (*Universidade Federal de Santa Maria*). "Juvenile violence, bullying and academic failure: childhood memories and the onset of deviant pathways" of Ana Beatriz Saraiva, Beatriz Pereira and Judite Maria Zamith Cruz (*Universidade do Minho, Portugal*). "Purpose and professional conflict resolution within the perspective of Thought Organization Models" of Valéria Arantes, Ulisses Araújo and Viviane Potenza Guimarães Pinheiro (*Universidade de São Paulo*). "The work with moral dilemmas for conflict resolution among students: Habermasian foundations to Kohlbergian theory" of Patricia Unger Raphael Bataglia and Vinícius Bozzano Nunes (*Universidade Estadual Paulista Júlio de Mesquita Filho*).

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