Relations between Aggressiveness and Empathy in the Context of early childhood Education: Theoretical Study

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Abstract— *Improve the understanding of the cognitive and affective aspects of the human being has aroused the interest of the scientific community. Thus, this paper aims to pay attention to this fact, in order to analyze how aggression can be regulated by the influence of the development of empathic ability of the student in the school context. From the theoretical elements surveyed resulted in the development of a brief background of such construct (aggression and empathy), targeting exclusively for the school environment of children. Therefore, this work is justified by contributing to the understanding of the benefits of such a relationship, assisting in directions for regulation of aggressive behavior in the classroom, given that this is an issue that requires interventions mainly the first series. Therefore, it was found that even being a national and international issue is still very limited when it comes training and teaching practice and research in both empirical and theoretical showing the relationship of the constructs on the children's school context.*

Keywords— *Empathy, aggressiveness, childhood education, teacher training.*

I. INTRODUCTION

A major focus of contemporary science has been to understand how to give the actions and human behavior (EVANGELISTA 2011 cited MOURA, 2014). Hence arises, in fact, interest in studies of values, ethics, morality, empathy, aggression and other constructs in order to improve the understanding of man in his cognitive and affective aspects, to contribute to the improvement of their social interactions, ie to live better in society.

On this reality, to pay attention to issues such as aggression and violence is noted that in recent years, both in Brazilian society and in various parts of the world, a significant if have experienced an increase in aggressive behavior, as well as increased scientific interest about this phenomenon (Pavarino, Prette DEL, DEL Prette, 2005a). Therefore, to obtain a better understanding of these behaviors is essential to observe the development contexts, in particular the family and the school in order to adopt more prospects 'social' problem (BARBOSA et al, 2011).

Therefore, the aggression has been a recurring theme of research in various fields of knowledge, and a cause of growing concern among parents, teachers and other educators (IBDEM, 2011). For, although it is not a new phenomenon, its media coverage, together with the complexity and the different forms it takes, contributed to this scientific recurrence, becoming a research topic that has achieved strong advance today (DIAS, 2014).

Chopped and Rose (2009), when dealing with the subject in the school environment, emphasize that there is growing concern in this space as the manifestations of aggression and violence presented by students of different educational levels. Therefore, teachers mainly complain about the increase in aggressive behavior, challenging attitudes, disobedience, devolution in the tasks, and the lack of emotional self-regulation by the students. Teachers, according to the authors, have trouble regulated way to deal on these types of behavior and attitudes of the students.

Being aggressiveness a complex construct that is influenced and influences many aspects of human development, sought to, in addition to defining the context of research, relate to another human construct that can assist in the regulation of aggressive process. Therefore, the Empathy has been a construct that has been widely studied

for their influence with skills and social-emotional behaviors such as aggression.

From the contributions of researchers, cognitive-developmental, as Davis (1983), Eisenberg and Strayer (1987) and Martin Hoffman (2000), who conceive Empathy as a multidimensional construct, consisting of affective and cognitive components that develop over of human maturation (Sampaio, Guimarães, CAMINO, ANT, Menezes, 2011) it has been studied as a capacity to mobilize the moral and pro-social behavior, and to inhibit antisocial behavior or aggressive (Roazzi, MONTE, SAMPAIO, 2013).

Based on these, the present study deals with a review of the scientific literature and aimed to analyze how the aggressiveness can be regulated by the influence of the development of empathic ability of the student in the school context. This objective is justified given that aggression is one of the main complaints from teachers and administrators.

II.   BACKGROUND OF AGGRESSIVE

Aggressiveness is subjectively and objectively in our lives in order that, according to Moura (2014), this construct is closely related to cognitive and affective aspects of human being. Set it in line with Days (2014), it is a complex undertaking, due to its conceptual boundaries are not clearly defined. Thus, some studies (RIBEIRO, 2007; ROSA 2008; VELEZ, 2010) have highlighted the fact that concepts such as aggression, violence and aggression being employed with a similar semantic connotation should not be taken as synonyms (DIAS, 2014).

As Pavarino, Del Prette, Del Prette (2005a) even used of interchangeable way in psychology, aggression and violence are constructs that generate dissent among researchers of this subject. Given this aspect, Bredemeier (1983, cited BIDUTTE, AZZI, RAPOSO, ALMEIDA, 2005) states that aggression is the beginning of the violent behavior. Already the violence is any physical, verbal or non-verbal offense with the intention to harm the other.

Barbosa et al (2011) also address the issue of violence, but is reporting its difference with aggression. For these authors what differentiates violence and aggression is the extent of the damage. Since violence aims extreme damage (p. Ex .: death) while in attack the injury is not as intense. Thus, violence is aggression, but not all aggressive behavior is violent.

In addition, there are also differences between the definition of aggression and aggression. The first is to "[...] behaviors that aim to harm physically or psychologically

another and / or yourself to interrupt the issuance of certain stock" (SAMULSKI 2002 cited Moura, 2014, p. 33). While aggression "[...] is the availability or willingness to aggression and combativeness [...]" (Scharfetter 1997 cited GALHORDAS, LIMA, Incarnation, 2007, p. 603).

The aggression can manifest itself in several ways, according to Kerneberg (1995, cited GALHORDAS, LIMA, Incarnation, 2007) there are four ways that can vary the intensity of aggressive mobilization, listed as follows: "[...] the irritation related to an accounting [sic] aggressive mild; irritability, defined as a form of chronic irritation; Anger, in which the affection [sic] aggressive is intense; and the reaction [sic] aggressive where aggression has an overwhelming nature "(KERNEBERG 1995 cited GALHORDAS, LIMA, Incarnation, 2007, p. 604).

Thus, it has not been, in fact, easy to define aggression, because in addition to assume different forms of expression, is also subject to the influence of biological, psychological and social (ABIJAUDI, 2016).

Beyond this conceptual question what really can be seen, according to Moura and Barrier (2017) is that most studies of aggressive behavior meant as a behavior that has negative impacts for both the aggressor, as for anyone who was assaulted. To dialogue with Jesus and Lempke (2015), they add that, in addition, these behaviors may also influence the personality of the individual case is not exceeded.

Recent research, considering both the international and national context (ABENAVOLI, GREENBERG, BIERMAN 2017; ALCANTARA et al, 2016;. ALMEIDA, Fofonka, WEISS, 2017; DESCHAMPS, VERHULP, CASTRO, MATTHYS, 2018; Henneberger, Coffman, GEST, 2017 ; SOUZA 2017), indicate that the current school is a space that is home to many types of aggression and its incidence among children has increased significantly, being singled out by both teachers and other school workers, as one of the difficulties they face in their professional practice in the school context (TAVARES, MENIN, 2015).

When dealing specifically aggressiveness developed by students of early childhood education, in line with Silva, Lucatto, Cruz, Martins (2015), it is understood that this issue is still a complex issue, difficult for professionals working in the school. Moreover, the dialogue with Royer (2002), he states that this issue is a problem that has been showing a steady increase, but there has been also a parallel increase in the capacity of teachers to help these young people.

III.   BACKGROUND EMPATHY

Empathy has undergone major changes, from the investigations on this construct. Thus, it has been understood for a multidimensional perspective (Sampaio et al, 2009). Currently consists of three components, namely: cognitive, affective and behavioral (FALCONE, 1999). Cognitive is to accurately infer the feelings and thoughts of someone. Affective refers to the ability to understand the emotional states of others and be affected. But the behavior refers to the empathic expression through verbal or nonverbal communication (and RODRIGUES SILVA, 2012).

However, given the diversity and dissent that exists around the definition of empathy, one of the considered most important definitions regarding this construct was to Davis (1983 cited Roazzi, RIDE, SAMPAIO, 2013, p. 195), where "[...] empathy is considered an ability or personality trait comprising four components / dimensions, two and two cognitive affective ". Which according to Pires and Roazzi (2016), the first two consist of the emotional reaction of the subject, which can be directed both to share the emotional experience of the other (consideration empathic) and to understand the own states of anxiety and concern over relational situations (personal distress).

In Brazil, according to Ant et al (2011), the theoretical conceptions of empathy existed for more than two decades and are in various areas of science, such as: Psychology, Human Resources, Nursing and Medicine. Regarding the area of child development, as Pavarino, Del Prette, Del Prette (2005a), empathy has appeared as a cross-cutting theme, often associated with research on morality, emotion and social behavior.

In short, empathy has been a subject that has aroused the interest of professionals from different fields of knowledge, as it has shown a significant role in the development of cognitive, emotional and social skills (Azevedo, 2014).

Among the most used tools in the world to measure this construct the Interpersonal Reactivity Index (IRI), Davis (1983), differs by considering empathy as a multidimensional construct, developing assessments through affective subscales (personal distress and empathic concern) and cognitive (role-talking and fantasy) (Sampaio et al, 2011).

IV.   EMPATHY AS EXPRESSIONS OF CONTROL STRATEGY AGGRESSIVE IN CLASSROOM

Since the beginning of the nineteenth century Empathy has been discussed in some fields of psychology and social sciences (Sampaio, CAMINO, Roazzi, 2009). After insertion in psychology, several studies have been developed in order to seek a better understanding of the development of this psychological aspect and its relationship with other factors of social life (PIRES, Roazzi, 2016). Whereas aggressiveness, many studies have also been developed, in particular with children and adolescents, on the empathy, in view of the negative correlation between these two variables (Motta et al, 2017).

Therefore, one of the important school periods to develop interventions regarding aggression is in early childhood education (Moura and BARRIER (2017). For many children arrive unprepared for the demands of the educational process and, in many cases, end up showing also early signs aggressive behavior development (Luizzi, 2006). thus, the school can be constituted as a vulnerable spot, because this environment can occur different types of violence and aggression, both physical and more subtly, through psychological violence (MATOS, MARTINS, Jesus, Viseu, 2015).

However, it is also the school that children develop much of their social repertoires and learn moral and ethical standards (Silva LUCATTO, CRUZ, MARTINS, 2015). According to Poletto and Koller (2008) it is possible that children and young people can have within the school a place for the promotion of resilience through stimulating projects and activities of both individual and collective potential. Therefore, the interactions that occur in this formative and informative space can generate risk and protective factors (SANTANA, 2014).

In the case of established personal relationships in the school context, the teacher-student relationship is essential and empathy should be mediated construct such a relationship. So before that, both as affective cognitive processes should receive simultaneous attention, as both processes can generate positive or negative impacts, depending on how they are grown. Thus, the school can not be restricted to just be a systematic knowledge transmission space geared only to the cognitive aspect, it is also necessary to promote the emotional adjustment of their students (SILVA, 2012).

To pay attention to the performance of some empirical studies, even if still limited in the national context, some researchers (Pavarino, DEL Prette, DEL Prette, 2005a; RODRIGUES and SILVA, 2012) have presented results that show the condition of reducing aggression by developing empathic skills through specific training in school spaces. Thus contributing to instigate pro-social actions, minimize the manifestations of aggression and reduce school violence.

In the study by Pavarino, Del Prette, Del Prette (2005b), with 28 (twenty eight) children aged four (4) and six (6) years, the results corroborate the hypothesis of an inverse correlation between behaviors aggressive and empathetic present in other studies (Covell, scarola, 2002; Geer ESTUPINAN, MANGUNO-MIRE, 2000).

V.   CONCLUSIONS

From what has been treated in this study, one realizes that empathy and aggression inversions provide results that affect the cognitive and affective components of the human being. That is, while the first construct contributes to a better social life, the other tends to hurt the victim and had an aggressive attitude.

Therefore, it is necessary to enhance the social relevance of this theme in initial training and continuing teachers as well as more research both theoretical and empirical to more advances of the contributions that empathy can offer in the school educational process, in view that the development of empathy not only favors the children, but at least the whole school community.

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