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## RELATIONSHIP OR RELATIONSHIP? EDUCATION FOR TEACHERS AND STUDENTS

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**Abstract:** The objective is to demonstrate concepts and explanations about the student's educational aspect and analysis of the relationship together with the teacher's experience. Approach the concept of people, and how behavior works under the human aspect, so that it is understood what the relational process of the student and teacher is. Through the context, realize the difference of the relationship and relationship universe. With fundamentals, decrease the challenges and provide effective solutions. Problems and solutions to conflicting issues will be presented, using research material and teaching experience as guidance. The relationship processes will be compared with other forms, meeting the essence of the teaching relationship. Using the improvement processes, and knowing the entire solution structure according to the problem. Application of educational conflict resolution, Teaching Relational Management to deal with focal points.

**Keywords:** Relationship, teacher, students, relationship, teaching.

## INTRODUCTION

The important awareness that everything can be transformed is fundamental, it is enough to use ideas in an organized way, and this awareness is part of the study. This awareness shows the need to use our intellectual faculties to know ourselves better, with this, to carry out evaluations of the type of "relationship" that is being applied to a certain educational concept, in terms of the relationship between student, teacher and teaching. The research theme of the addressed subjects was based on individual training materials such as the books and mainly fieldwork; as a teacher of some disciplines, I observed the real contact with the students. With this, there was an opportunity for research based on the relationship. It is essential to conceptualize and

understand certain aspects of the relationship. The question of the student is important to make comparisons or present as important points regarding the relationship.

The objective is to consciously awaken the importance of communication for use in the focal relationship of teaching, whether with students, teachers or even with other sectors involved in learning.

## METHODS AND PROCESSES

The relationship is part of a set of information that contains the intercommunication between people involved. In this set, different dimensions are observed, verifying the development capacity of educational processes. Before providing more specific explanations, we need to know certain aspects that we can conceptualize and interconnect with other knowledge bases.

## PEOPLE

The behavior of people under the human aspect is something very volatile and always susceptible to variations. Thinking is different from mere mental impulses, it requires consciously and strategically taking control of the mind. True teaching is carried out with strategy, using knowledge to awaken the real awareness of life and its motivations, through the disciplines. In the exposed context, MASETTO adds in a technical way what is proposed in education.

Students learn in different ways, and even in times that are not so equal, this from different personal experiences and also from previous experiences, noting that together with this, if we understand that the role of the institution of higher education must be the of inclusion, thus promoting growth, developing possibilities for academics to be able to carry out lifelong learning, to socialize experiences, to maintain and build a solid professional life forever, with this, we must understand the evaluation as a promoter of

these principles. (MEC, 2008, p.21).

Through these behaviors, people make analyzes and comparisons based on their interactions with others who participate in their cycle. It is important to remember that sharing is fundamental and this has also been conceptualized in the labor market over time and its evolution, as CHIAVENATO exposes.

“While material efficiency has increased vigorously over the past 200 years, human capacity for collective work has not kept pace with development. Based on the sociologists Lê Play and Durkheim, whose observations in the simplest communities demonstrated that industrial progress caused an erosion in the spontaneous feeling of cooperation, Mayo argues that cooperation cannot be found by simply returning to traditional forms of organization. There must be a new conception of human relations at work. Collaboration in industrialized society cannot be left to chance, while only taking care of the material and technological aspects of human progress.” (Chiavenato, 2003, p.108).

The interaction has existed since the earliest times. Each time of evolution showed a different degree of communication from each time. The basis of interaction is communication, which happens in any relational way. When this process is completed, the interaction is established, thus giving the final information or link. It is essential to remember that each author and researcher, at certain times, sometimes express the same ideas in different ways.

We can position organized thinking as a form of effective communication. The individual thinks, creates something in his mind, through all the physiological process that every functional organism performs, concludes in action with mental organization. Thus, we can quote an excerpt from DESCARTES, which encompasses this position.

“Discourse is Je think, donc je suis (often quoted in Latin, cogito ergo sum; I think, therefore I am): the act of doubting as indubitable, and the evidence of “thinking” and “being” linked. The “I think, therefore I am” form. (Descartes, René, Discours de la méthode pour bien conduire sa raison dele, et chercher la verité dans les sciences, 1637).

In this process, we think of communication as a form of interaction, and all symmetry for its externalization, which we can call “speech” or “signs”, which becomes expansive in the environment. We can have an interesting source, which is FREUD, to carry out some reflections on time and the applied idea.

“We learn by experience that unconscious mental processes are in themselves timeless. This means in the first place that they are not temporally ordered, that time in no way alters them, and that the idea of time cannot be applied to them” (Freud Schlomo, Sigmund, Conscious, Pre-Conscious and Unconscious, 1920, book 13, pp. 41-2, Editora Brasileira).

The objective mode of some concepts is the issue of externalization, which is to put thought into action. Sometimes the ideas remain in the mind and are not put into practice or verbalized, with that, important moments for certain periods, such as teaching or learning, may pass by. It is important to know how to reconcile thought and action. For example, an idea for an educational sector, at a certain moment it is necessary to put it on display, and this is not done, letting the opportunity pass, with that retaining the thought not putting the idea into action, consequently the changes that could be made, bringing some benefit, ends up not being carried out.

The idea originates from one or several sets of thoughts, which are not always organized. With disorganization and mental chaos, it's bad to expose an idea to turn into a project. Thoughts need to be organized and fed for better exposure, this is challenging; in most

cases it will be necessary to overcome the limits that exist in each one's personal life. That is why the importance of constant development of knowledge to advance and improve this organization, that is, our mind needs exercise to maintain its health and vitality. This encompasses health in terms of food and vitality for the psyche.

## **KNOWLEDGE**

As mentioned in the previous topic about the person in the human aspect and its variables, we can say that it is mutable. When inserting in the sphere of knowledge these aspects are also interconnected. In observance, learning is something intangible for all people in the world. It may even seem utopian, or very expansive in terms of placement, but is there anyone in the world who doesn't learn something? No, because we all learn something, and for that there is someone who transforms, produces, transmits and supplies, and we enter as receiving agents when using or acquiring any kind of knowledge. This also includes experiences between peoples and the exchange of experiences provided orally and traditionally by that people or established society.

The teacher who provides the knowledge also needs to consume, build their study ideas to maintain their functioning and handling of the contents. It can be through training, courses at different levels in order to explore new areas of teaching. So we can say that it is a chain of knowledge, a continuous wheel, where each teacher has their importance in the cycle.

The student focuses on learning and sees the teacher as the best source for this. Nowadays, the power of communication is getting stronger and more demanding, due to the speed of information and transformations that happen in the world. With this, the student in certain situations collapses, acting

and reacting, seeking the best option for the source of learning.

In the field work of the professor, mainly in observations, it was verified that students need the real figure of the professor, leader and source of knowledge for the exchange of information. When noting through classes and conversations with students, an observation from them, that there is a main dissatisfaction, the excess of media information and the disappearance of intellectual sources to help in the learning process.

We will consider all these requests, but the important thing is the process as a whole, remembering that society also needs to move towards valuing education. We can call it reverse engineering, updating some processes from the beginning, but with caution and technique to improve the educational process. Instead of thinking about teaching, and not having a solution, it is better to check the educational system as learning, and detail the failures, needs, complaints, to have solutions for the applicability of the best educational techniques. With this process we can recognize and be aware of what it is to be a teacher, to have our students and the whole team with satisfaction and more happiness. Understanding what it is to be a student, living as a student, having experiences, thus forming the concept of it. The teacher's experience makes it possible to better visualize and understand the students' adherence process.

## **RELATIONSHIP AND RELATIONSHIP**

As a conceptual form, relationship is a mode of interaction, contact and communication, that is, involvement is formed by basic components.

The relationship has deeper, more intimate characteristics in terms of communication. Despite being morphologically similar, the concept does not have the same meanings

philosophically as the essence. With the main terms conceptualized, we will address some processes related to the relationship, which follows a logic obtained through the teacher's experience. We can also exemplify here how the student's experience, which takes into account all their sensory experience, vision, hearing, touch and taste; experiences in some way at all times when interacting with classroom activities depending on the discipline applied. With that adding value, considering the mechanisms by which the student himself captures part of the value created by learning. The organization of the process refers to the way the educational system is structured, which partnerships are established, and the role and responsibility of teachers and collaborators involved in teaching practice. The creation of a network related to the aspects through which the teacher connects with his students is very important for the use of agile and effective communication in the educational environment. The aim of increasing development and consequently quality, through the relational processes of teaching, is also a way of recognizing the importance of education in Brazil.

The relationship is an important communication link with other particularities, although they all interact with each other. One question is why is it not called "relationship" and "relationship"? As explained at the beginning, relationship is on the surface.

When we begin contact with the student, we can call it a relationship. With the "time" that can be variable, the relationship increases, creating a bond of trust with the figure of the teacher. Once the learning bond is established, what was a relationship became a relationship. This relationship with the student is basically to understand their vision, that is, all moments of experience with the teacher must be taken into account, in order to absorb information for current or future changes and thus

accompany the process of transformation of the learning tools in that one. period.

The teacher is dynamic and works through people, in this case the students. There must not be a lack of relationship, due to the lack of fulfillment of the people involved in the construction process of the teaching methods. When the student no longer wants to have the teacher as his supplier to develop knowledge, it is due to lack of relationship.

When carrying out a research work on "relationship", it is necessary to verify the real situation, through the teacher, that is, his vision, and another one through the educational team's vision, with observation of the current time. Diagnosing through possible problems that are sometimes not visible, this can happen as a result of additions to educational processes. Register and create a background of the paths taken in relation to the strategies that were used, a simple example is what worked and what did not. This helps a lot with statistics relevant to work advancement.

## **PROBLEMS AND SOLUTIONS**

Having presented the information, we can now use the possible solutions. The problems presented in the field are diverse, but what is most expressive in the vast majority of professors is the question of relationship, this means that we have conflicts, which can be between the professor or the student, and their teaching relationships. Remembering that it is the student who feeds the will of the teacher, that is, the teacher does not work without students. Conflicts exist and will always exist, this is part of a process of learning evolution. Each challenge appears in a different way and at a certain time; this means that we use previous experiences so that they are not repeated, that is, the error may be smaller.

A simple example is the issue of educational planning, let's imagine that at a given time

control was not used for forecasting issues. After a certain time, there was a serious problem in relation to the professor's documents, and he needed control, precisely what was not used to carry out the due verifications. There was a conflict between some sectors, as they followed an orientation in a horizontal, flat and certain way. Because of this, those involved will first have to resolve the information conflict, always with the truth being absolute in the context, so that the team can work better. Solved the problem, we will have to think of a way to plan again what was lost in the past, which was the PLANNING.

As explained in previous topics, the contact and exchange of information is a variable, they are subject to errors. An example is the computer, which saves data, among other functions, and often needs a command to execute something. So not everything is automatic, we need to make this connection, because education is in constant transformation, whether performing its administrative tasks or the issue of producing educational materials.

The lack of conflict management is also a very serious problem that reflects on student and relationship issues; the problem sometimes happens in a hidden way, it will reflect much more advanced, when these issues appear in a very negative way. The most common thing is for the teacher to be aware of the problem and sometimes only look for solutions after reaching his/her functions. That is why it is important to plan based on negative information, so that we can solve the current and future ones that will exist. In future events, already based on what happened, we can sometimes solve 50% (fifty percent) of the problem presented.

The teacher can create a culture of Relational Conflict Management, to solve their problems and those of the students in terms of education. It is understood that solving

the internal, strengthening, making the focus positive, we can expand these qualities that were problems, in innovative solutions for their students. The students' satisfaction is the result of this entire work process that needs to be continuous and uninterrupted, as it is always in motion.

The presentation of innovative solutions for teachers and students is not always the most surprising, it can be a basic and simple action, but it has not yet been tested in the educational context. With this action you can have good results, sometimes never imagined, because it is a simple action. Any action that is for the good of the teacher and the satisfaction of his students needs to be recognized and, if feasible, put into practice, to verify its results.

The educational system significantly affects the innovative performance of teachers in certain aspects. Facing the activity, the teacher checks other sectors, and asks "Am I developing?", and in this dilemma, he forgets to focus on what education needs and why it gets sick. It is important to remember that all these factors have a strong influence on the question of the teacher himself, there is weight, but all of this has to be verified, sometimes even before making decisions.

We can cite examples such as, a reflection of the educational system that is currently volatile in our country, bringing consequences for teachers, making learning and awareness difficult, due to the strong media impact of negative information on our education.

The importance of managing education is fundamental for controlling all these processes. Using technological strategies to remain a pioneer in education, considering the reality, which is not easy, applying these controls or carrying out such processes. There are several types of strategies, and may have some mixtures due to the current reality of the education system. The focus is not the concept of these strategies, but the real way

of using them, to intensify the quality flow of our education, that is, working the strategy well, will reflect improvements, through the processes that will happen in the internal sectors of education. This set can also create interaction with technological training, using the concept of life cycle, containing beginning, development and growth, repeating the cycle; for example the beginning which is the flow of education, development of techniques, novelty for teaching; the development phase that is thinking about quality, effectiveness, the student's knowledge power increases; the growth phase is the productive process of that student. All this is an analogy, which explains the flow of the cycle. Bringing research into thinking, TIGRE provides important data for our context.

“Basic Research activities, in which the focus is scientific advancement; applied research aimed at solving practical problems; and experimental development, aimed at generating products, services and processes. Basic research is usually long-term and its results are uncertain, thus being avoided by most companies. Its results, however, can provide important technological leaps for society and worse, they are generally assumed by non-profit research institutions financed by the State” (“TIGRE, Bastos Paulo, *Gestão da Inovação – A Economia da Tecnologia no Brasil*”, 4th edition, p.94 and 95, Editora Campus Elsevier).

All these factors and concepts that were presented, it was to be aware of the importance of the educational relationship. For internal development, documentation and others related to educational administration in a practical way, everything needs a good relationship, thus having a harmonious functioning, which in the end, the main focus is the student.

Nothing works 100% (one hundred percent), something will always be missing, that's a fact, but balance is fundamental in today's chaos, in variations, in uncertainty,

which must remain productive, making the gears work, even in moments that one or the other gets stuck, that won't be a reason to drop out of education. I believe that we are going to unite in teams to become professors prepared for this type of conflict, providing a solution, as we will be specialists acting in the focus.

## CONCLUSION

Because the relationship is interconnected, even in terms of the student, I understand that it is a means or beginning to be treated, approaching their real aspects of life. In observing the whole, such as education, learning, teachers and students, I noticed a big problem, which can reflect in all educational dimensions. As a relationship, it is a specific dimension focused on the student's experience, in “relationship” to the “relationship” that the teacher has with him, as discussed in more depth earlier.

The human relationship involves contact, treatment, communication, among other aspects, and it is not possible to carry out the development of the relationship without knowing the human aspects, even sometimes not being aware of it, which is the basis for good communication.

Knowledge will not have life, return, movement without relationship. Students feed knowledge. The most important thing of all content is to make this context visible, to then make the changes that will have an impact.

In recent years there has been a general decline in all aspects of learning, perhaps even leading to a delay, due to the global health problem (COVID-19), which also reflected in our country, and viewing it more deeply, the question will appear of the relationship, a reflection of bad communication, with that leading to a bad action for all sectors.

It is understood that by knowing oneself, teachers and students as a whole, they will be able to be happier and more satisfied with

what is provided by the educational system, thereby creating a relationship of loyalty and commitment to learning.

Education is like the human body, it needs nutrition and maintenance of the sectors that are being negatively affected and the positive parts maintained, making improvements to raise the intended degree. This whole set is called innovation.

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