

International Journal of Human Sciences Research

Acceptance date: 29/10/2024

THE USE OF NON-VIOLENT COMMUNICATION AS A STRATEGY FOR REFORMULATING BEHAVIOR IN THE EDUCATIONAL ENVIRONMENT

Aira Cristine de Souza

Graduated in Pedagogy from the Universidade Estadual de Goiás (UEG); Specialist in Curriculum and Teaching Practice in the Early Years of Primary Education from the Universidade Estadual Do Piauí (UFPI); Master's student in Education at the Universidad Europea Del Atlántico (UNEATLANTICO)
<http://lattes.cnpq.br/7239596280311275>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: Effective communication plays a fundamental role in the educational context and is crucial to the success of the teaching and learning process. This study aims to explore the implementation of Nonviolent Communication (NVC) in the school environment, with a focus on 5th grade students at Escola Municipal Nova Geração, located in Amaralina, Goiás. NVC, developed by Marshall Rosenberg, stands out as a transformative tool that seeks to build connections and mutual understanding, promoting an environment of healthy and constructive dialog (ROSENBERG, 2006). Considering the challenges faced in the school environment, such as aggressive behavior and interpersonal tensions, CNV was introduced as a comprehensive approach to improving the dynamics of communication in the classroom. This research aims not only to resolve immediate conflicts, but also to instigate lasting cultural change by transforming the way students and teachers communicate. By exploring the practical application of CNV, it seeks to understand how this approach contributes to a more positive school environment, promoting open dialog, mutual respect and constructive collaboration. The research considers the relevance of CNV in the educational context, in line with the need to build healthy school environments and positive interpersonal relationships. In this context, this study presents an in-depth analysis of the theoretical approach to CNV, highlighting its essential principles, and then reports on the practical experience of implementing CNV at the Nova Geração Municipal School, addressing observed results, reflections and final considerations. At the end, limitations and suggestions for future research are presented, contributing to the advancement of knowledge about the application of CNV in the educational scenario.

Keywords: Nonviolent Communication (NVC); School Environment; Interpersonal Relations; Inclusive Education; Socio-emotional Skills.

INTRODUCTION

This study aims to comprehensively and thoroughly investigate the impact of Nonviolent Communication (NVC) in the school environment, focusing on the 5th grade students of the Nova Geração Municipal School, located in the city of Amaralina, in the interior of the state of Goiás. Faced with the complexities inherent in the educational scenario, we understand the urgent need to improve interpersonal relationships and mitigate conflicts, with a view to building an environment conducive to teaching and learning.

The specific choice of this school context is justified by the relevance of understanding how CNV can be effectively incorporated into different educational environments, taking into account not only the typical challenges of the school environment, but also the particularities of 5th grade students. Aware of the fundamental importance of communication in the educational process, our study seeks to go beyond the superficiality of daily interactions, exploring the nuances of implementing CNV as a transformative tool.

The central question guiding this research is: how can the adoption of Nonviolent Communication contribute to establishing healthy relationships between students, as well as improving the dynamics between students and teachers at the Nova Geração Municipal School? In an educational scenario where interpersonal conflicts and challenges are inevitable, investigating the applicability and benefits of NVC becomes imperative for the development of more effective and inclusive educational strategies.

By outlining our objectives, methodology and specific approaches, we aim to provide substantial insights that can guide not only the educational practice at the Nova Geração Municipal School, but also contribute to enriching the theoretical repertoire on the practical application of CNV in the context

school. This study, therefore, aims not only to address the challenges and potentials of this implementation, but also to provide practical suggestions and personalized strategies to promote healthier communication and constructive relationships in this specific educational environment.

THEORETICAL APPROACH TO NON-VIOLENT COMMUNICATION (NVC)

Nonviolent Communication (NVC), based on essential principles such as empathy, honesty and respect, stands out as a transformative tool that transcends traditional communication barriers. Developed by Marshall Rosenberg, NVC proposes a form of expression and listening that seeks to build connections and mutual understanding, creating an environment of healthy and constructive dialog (ROSENBERG, 2006).

Effective communication between teachers and students plays a fundamental role in the educational environment and is a key element in the success of the teaching and learning process. This dialog lays a solid foundation for building healthy and positive relationships within the classroom.

Firstly, clear and open communication creates an environment conducive to mutual understanding, since communication “[...] involves a range of phenomena, such as psychological and social elements that occur between people and within each of them, in interpersonal, group, organizational and mass contexts” (SILVA, 2003, p. 22). Teachers who express themselves in an understandable and accessible way make it easier for students to absorb the content, promoting a more effective learning environment.

In addition, constant communication allows teachers to be aware of each student's individual needs. Understanding the particularities of each student, their challenges

and strengths, enables educators to adapt their pedagogical approaches, promoting a more personalized and inclusive education.

The constant exchange of information also contributes to students' socio-emotional development. According to Paulo Freire (2014), students can effectively understand the information communicated when there is an environment based on respect, enabling them to learn and develop. An environment where students feel comfortable expressing their doubts, thoughts and feelings fosters not only academic but also emotional growth.

Effective communication between teacher and student is not limited to the transmission of knowledge, but also plays a crucial role in building trust. According to the theories proposed by Rabbani (2023):

[...] the real nature of a problem becomes evident when all those affected can express their understanding, their information, about it. When this collective participation does not occur, the transmission of any information or any content becomes a violent practice, even if it comes under the label of 'science'. (p. 74).

Teachers who show genuine interest in their students' well-being establish solid bonds, creating a more positive and motivating learning environment.

In the school context, characterized by the dynamism of the classroom and the constant interaction between educators, students and members of the school community, CNV proposes to improve our communication through a set of methods, making it more sensitive and loving, by awakening compassion in interpersonal relationships. Circular processes, on the other hand, are a methodology for resolving conflicts and promoting dialog, in which CNV is used for both speaking and listening (PRANIS, 2010, p. 10).

The tools provided by CNV aim to strengthen interpersonal ties and promote a positive learning atmosphere, offering a valuable framework for dealing with communication challenges. According to Silva (2003, p. 23), “the basic purposes of communication are to understand the world, relate to others and transform oneself and reality”

By prioritizing empathy, CNV aims to understand the needs and feelings of the people involved, creating a space where every voice is heard and respected. This approach is particularly expressive in a diverse school environment, where a variety of perspectives and experiences abound. By encouraging the authentic expression of feelings and needs, CNV fosters an environment where honesty is valued and cultivated.

Honesty, another core principle of CNV, plays a crucial role in building trust in the educational environment. Transparency in communications between educators, students and other members of the school team is essential for establishing a solid foundation for learning. By recognizing the humanity between educators and students, it is possible to build more positive and productive relationships. (SILVA, 2003) In an environment where respect is a daily practice, the willingness to listen, understand and collaborate becomes more natural, contributing to a learning space that encourages growth and excellence.

Nonviolent Communication (NVC) stands out as a fundamental tool in the educational scenario, based on the essential values of empathy, honesty and respect. Promoting effective communication plays a direct role in building a healthy school environment, conducive to learning, mutual understanding and the flourishing of a cohesive educational community.

The formalization of attention to all manifestations of school violence in item IX of the Education Guidelines and Bases

Law (LDB), added by Law No. 13,663 of 2018, underlines the pressing need to “adopt measures to raise awareness, prevent and combat all types of violence [...] within schools” (BRASIL, 1996). This legislation reflects an official commitment to promoting a safe environment conducive to the all-round development of students.

Conflicts in the classroom are a reality in many educational contexts and are important for students’ growth and development. As Guimarães (2006, p. 346) points out, conflicts are normal and are not necessarily positive or negative, bad or evil. It is the response to conflicts that makes them negative or positive, constructive or destructive. Nonviolent Communication (NVC) is a valuable approach to dealing with these situations in a constructive way, turning conflicts into learning opportunities.

By incorporating CNV into conflict management in the classroom, we recognize that the essence of the problem is often not in the conflicts themselves, but in the way they are addressed. CNV offers a framework that goes beyond one-off resolution of immediate conflicts, seeking to create a lasting cultural change in the dynamics of classroom communication.

The non-violent approach proposed by CNV highlights the importance of expressing feelings and needs in an articulate way, promoting an environment conducive to peaceful conflict resolution. By providing tools for mutual understanding and respect, CNV helps to avoid defensive reactions and misinterpretations, contributing to building healthy relationships between students and teachers.

It is crucial to understand that the existence of conflicts is not harmful in itself, but rather the way in which these conflicts are dealt with. The response to conflicts, whether through violent or non-violent approaches,

plays a key role in promoting a healthy school culture. By offering a non-violent alternative, CNV stands out as an effective tool for transforming conflicts into opportunities for growth and learning for everyone involved in the educational community.

Milani proposes exploring twelve thematic areas in educational institutions, preferably in an integrated way, to foster a culture of peace. These areas include:

1. Strengthening personal and cultural identity.
2. Promoting self-knowledge and self-esteem.
3. Development of interpersonal communication.
4. Education for the exercise of citizenship.
5. Experience and reflection on universal ethical values.
6. Recognition of otherness and respect for diversity.
7. Gender awareness.
8. Raising awareness of ethnic issues.
9. Learning conflict prevention and peaceful resolution.
10. Promoting youth protagonism.
11. Mobilization and community participation for collective well-being, using non-violent methods.
12. Environmental education (MILANI, 2003, p. 55-56).

These thematic areas not only contribute to building a more harmonious school environment, but also promote the all-round development of 5th graders, preparing them to live as citizens and responsible members of society. By integrating these themes into the school curriculum, educational institutions have the opportunity to positively influence

not only the the classroom environment, but also the surrounding community, contributing to the formation of aware and engaged students from an early age.

In addition to its effectiveness in mediating conflicts, CNV encourages the formation of study partnerships and the development of collaborative projects, overcoming socio-economic barriers. These practices demonstrate CNV's ability to cultivate empathy in a diverse school environment, fostering the creation of solid bonds and strengthening the cohesion of the educational community.

The Nonviolent Communication (NVC) approach stands out for guiding a process of expression and listening, promoting a deep connection both with oneself and with colleagues. Rosenberg identified three elements, learned from childhood, that shape people's reactions towards compassion or violence: the choice of words, the underlying thought and the strategies of influence (ROSENBERG, 2019a).

From this, he developed a method that integrates verbal language, a cognitive approach and communication techniques to instigate a compassionate connection (ROSENBERG, 2019a, p. 10). In essence, it's about uniting verbal and non-verbal language with a mindset that permeates all facets of communication, resulting in a complete approach to establishing compassionate relationships.

By applying this tool, students improve their ability to express their feelings more clearly and objectively, using "a vocabulary of feelings that enables them to name or identify [...] their emotions" (ROSENBERG, 2006, p. 76). They also learn to recognize their desires in different situations. They establish a connection between them in a way that favors the objective expression of their needs, avoiding defensive reactions and misinterpretations. This approach promotes conflict resolution, brings students closer

together and addresses demands in a more friendly and collaborative way.

To develop CNV, it is essential to focus on its four components: observation, feeling, need and request (ROSENBERG, 2006). The first component, observation, requires students to observe something without judgment, labels or comparisons, in a clear and specific way, within the context of the classroom. The second component, feeling, involves the ability to detect and express emotions using specific words that clearly describe feelings rather than generic terms. The third component is need, requiring students to identify the needs behind the feelings, often related to an unmet need at school.

It is essential to connect the need with the feeling for effective communication. Obstacles such as age, the social context of the school or family, shyness and fear of being misunderstood can make it difficult to express needs, and it is important to take them into account during classroom dialog. (MILANI, 2003)

Even with different educational resources, the students shared a common aspiration to learn and progress. Despite progress, persistent challenges demand continuous adaptation of CNV practices to the dynamic needs of the class. This study provides valuable insight into how sensitive communication strategies can promote a truly inclusive educational environment, centered on the integral development of the students at Escola Municipal Nova Geração.

EXPERIENCE REPORT: PRACTICAL IMPLEMENTATION OF NON-VIOLENT COMMUNICATION

By incorporating Nonviolent Communication (NVC) into my teaching practice, I need to contextualize this experience in a specific school environment. The class in question was made up of fifth graders from the Nova Geração Municipal School in Amaralina, Goiás, in 2023.

The decision to introduce CNV was motivated by the need to promote healthier and more constructive relationships. Going beyond resolving one-off conflicts, CNV stood out as a comprehensive tool for transforming the dynamics of communication in the classroom.

Entering an educational environment permeated by healthy and positive relationships makes students feel more secure, motivated and engaged in their learning processes. At the same time, education professionals find a breeding ground for developing effective teaching practices and solid interpersonal relationships.

In this context, the research proposed a more detailed investigation into how CNV can be implemented and what its impacts are on educational relations, with a specific focus on 5th grade students at the Nova Geração Municipal School. The aim was to understand how CNV can contribute to relationships, optimizing the teaching and learning process. This specific approach aimed to bring valuable insights to improve the quality of interactions and contribute to a more positive school environment.

The practical Nonviolent Communication (NVC) activities with the 5th graders were conducted in a participatory and engaging way, aimed not only at theoretical understanding, but also at the practical application of the fundamental concepts of NVC. The strategies

used were adapted to make the principles of NVC accessible and relevant to the age group of the students, promoting meaningful learning.

This study was based on a quantitative approach, with the aim of exploring the positive influence of improved communication on interactions in the school environment. During the 2023 school year, this research was carried out as an experience report, seeking to understand how improving communication can have a positive impact on the educational scenario.

Throughout the research period, detailed notes were taken and theoretical studies conducted, as well as the analysis of similar cases, in order to provide a robust basis for understanding the dynamics of CNV in the specific context of the students mentioned. This approach allows for a more in-depth understanding of the practical and theoretical implications of CNV in the school environment, enabling a more comprehensive and grounded analysis of the results obtained.

RESULTS AND REFLECTIONS

At the Nova Geração Municipal School, located in the urban area of the city of Amaralina-GO, socio-economic diversity challenges the limitations of having a class made up of students from different social classes. Faced with this unique reality, the implementation of Nonviolent Communication (NVC) has emerged as a vital strategy for transforming classroom dialog. As an educator, I have sought to integrate the principles of NVC to promote a deeper understanding of educational goals among students whose experiences and needs vary widely.

As a regular classroom teacher, I tried to develop specific activities during the school year to encourage students to express their feelings about the educational process and to identify individual needs related to learning. This approach provided clarity in the

dialog, promoting more open and respectful communication. The successful implementation of Nonviolent Communication (NVC) at the Nova Geração Municipal School, specifically in the fifth grade in the afternoon of 2023, went beyond superficial conflict resolution, entering deeper spheres of self-knowledge and emotional regulation.

By integrating these practices, the students developed the ability to recognize emotional signals and adopt constructive strategies to deal with the emotional challenges of everyday life.

The new communication methodology (CNV) was introduced gradually, starting with conversation circles, collective oral interpretation of texts reflecting on self-knowledge, bullying and others; as well as individual conversations seeking to interact with the students in an interpersonal and collective way.

In a specific context, the 5th grade afternoon class was immersed in the practice of CNV, highlighting the fundamental principles of the technique. The emphasis was on the open expression of feelings related to the educational process and the identification of individual needs, adapting to the unique reality of this class.

In addition to CNV, I sought out the learning environment by incorporating additional resources. The use of instrumental music during lessons provided a tranquil atmosphere, facilitating a deeper immersion in the content covered. This strategy was especially relevant in a context where students' concentration was challenged by different socio-economic realities.

Along with music, regular moments of stretching and conscious breathing were introduced, not just as physical breaks, but as opportunities for the students to cultivate a sharper awareness of their emotional well-being. These practices became an integral part of the weekly routine, promoting not only bodily health, but also balance in interpersonal relationships.

Conversation circles, a vital space for discussing issues related to students' daily lives and their difficulties with the content being taught, were encouraged by CNV. This open dialog format, supported by the principles of the technique, allowed students to share experiences, express their concerns and support each other.

The results observed pointed to a positive change in the dynamics of the 5th grade afternoon classroom in 2023. The implementation of CNV, combined with the strategic use of resources such as instrumental music, moments of physical well-being and conversation circles, promoted a more empathetic, inclusive educational environment adapted to the specific needs of this class.

Despite the notable benefits, the practical application of these principles faced challenges, especially in continually adapting to the dynamic needs of the class. However, these challenges were seen not only as obstacles, but as opportunities for improvement and innovation, reflecting the ongoing commitment to the integral development of the students.

In situations of conflict in the teacher-student context, I came across a student who was facing challenges in a specific subject. I'll call him Student X here. This student in particular had great difficulty concentrating and carrying out activities on his own. When I asked his guardians for help, I realized that they were unable to offer it, since they had no knowledge of the subject being taught in class. As a result, I resorted to restructuring the places where students could sit during individual activities (since the room only had chairs arranged in rows during individual activities, and the class in question carried out various activities in circles, semi-circles; groups; threesomes; pairs; among other strategies) and looking for different methods that would lead these students to be the protagonists of

their learning, working in practice on *learning how to learn*. With these new proposals and the regular practice of CNV, student X was able to recover his learning deficit and keep up with the class in a fruitful way, as well as allowing himself to express his difficulties.

On the other hand, we have students y and z, who in turn did not allow themselves to use the *learning to learn* technique, and like student X, I looked for different resources, asked for help from parents and proposed open dialog, but without success, despite having shown a significant improvement in their learning, these students did not participate regularly in CNV practices; despite several attempts, both did not want to adhere to this practice.

In general, and opting for a non-punitive approach, I decided to apply the principles of Nonviolent Communication (NVC) in order to teach through the example, that there are simpler and more effective ways of overcoming difficulties in teaching and learning.

By understanding the students' observations about their learning experiences, expressing their feelings and needs, such as frustration with the content, I was able to open up space for more effective collaboration in the search for solutions. This strategy not only solved several immediate problems, such as difficulties in understanding explanations; difficulties with reading and text production, as well as calculations and others; but it also strengthened the relationship of trust between student and teacher.

In relation to the curriculum, my experience incorporating the practice of Nonviolent Communication (NVC) into the school environment proved to be challenging, especially when it came to developing fundamental socio-emotional skills, as outlined by the National Common Core Curriculum (BNCC). As an integral part of this process, I share my personal perspective on how NVC has directly impacted some of the competencies highlighted in the BNCC.

When exploring Competency 9 - Empathy and Cooperation, I realized that CNV plays a crucial role in encouraging active listening skills. This practice, which is essential for understanding the emotions and needs of others without judgment, has contributed to promoting healthier and more collaborative relationships in our classroom.

Competency 10 - Responsibility and Citizenship was also enriched by CNV. By encouraging responsible expression of one's emotions and needs, this approach motivated students to take responsibility for their words and actions. This personal responsibility in communication, in turn, contributed to building a more respectful and cooperative environment.

CNV was also aligned with Competency 8 - Self-Awareness and Self-Care. By practicing this approach, the students developed the ability to recognize and express their own emotions, promoting emotional awareness and encouraging emotional self-care practices, aspects of great value for their integral development.

The competency of argumentation (Competency 7) has also benefited from the CNV, providing tools for expressing ideas and opinions in a way that clear and constructive. This approach facilitated dialogues and negotiations in conflict resolution, promoting healthy and effective argumentation skills.

Finally, the cooperation promoted by CNV contributed directly to Competency 6 - Work and Life Project. By collaborating effectively, CNV helped build harmonious relationships in the school environment, preparing students to work as a team and contribute positively to their surroundings.

At the end of the school year, there was a noticeable change both in behavior in the social environment and in the maturity of their emotions on the part of the class as a whole. At the end-of-cycle get-together, where the students were able to socialize

with the school staff and the other students present, the spontaneous farewell tributes, the appreciation of the speech of their classmates, with silence and respect for each other's space, and above all the posture of emotionally secure students made it clear that all the effort made during the year will be used throughout these students' academic lives.

Thus, my practical experience shows that the integration of CNV in the educational context not only improves communication, but also plays a crucial role in the development of socio-emotional competencies that are essential for the integral growth of students.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

When addressing the limitations inherent in this research, it is essential to recognize various challenges that may have influenced the results obtained. In particular, resistance to change, a common barrier in educational environments, possibly impacted the implementation of non-violent communication.

For future research, we recommend a more in-depth analysis of these limitations, exploring specific strategies to overcome resistance to change and considering customized approaches that take into account the uniqueness of the school environment studied. In addition, there is a clear need to further investigate how CNV principles can be adapted and effectively incorporated into specific school contexts, promoting a more holistic understanding of the benefits of this approach.

Developing practical strategies for implementing CNV, taking into account the specific characteristics of the school environment in question, could be an area of focus for further research. This would include the development of customized training programs for educators, students and other members of the school community,

aimed at optimizing the effectiveness of CNV. These suggestions for future research aim to contribute to a more comprehensive and applicable understanding of CNV in the specific educational context analyzed.

FINAL CONSIDERATIONS

The implementation of Nonviolent Communication (NVC) in the school environment has proved to be a valuable approach to promoting a culture of peace and improving interactions between students, teachers and other members of the educational community. However, when reflecting on the results of this research, it is essential to recognize some limitations that have influenced the effectiveness of the implementation.

Resistance to change, a common reality in educational settings, has been identified as a significant challenge in incorporating CNV. Specific strategies to overcome this resistance and personalized approaches that take into account the uniqueness of the school environment can be explored in future research.

REFERENCES

BRASIL. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. Brasília, DF: Presidência da República, 1996. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/l9394.htm

BRASIL. Lei Federal nº 8069, de 13 de julho de 1990. Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. Brasília, DF: Presidência da República, 1990. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/l8069.htm.

BRASIL. Ministério da Saúde. Secretaria de Atenção à Saúde. Departamento de Atenção Básica. Por uma cultura da paz, a promoção da saúde e a prevenção da violência. Brasília: Ministério da Saúde, 2009.

FREIRE, Paulo. *Pedagogia da Autonomia: saberes necessários à prática educativa*. 43. ed. São Paulo: Paz e Terra, 2011.

FREIRE, Paulo. *Pedagogia do Oprimido*. 17. ed. Rio de Janeiro: Paz e Terra, 1987.

GUIMARÃES, Marcelo Rezende. A educação para a paz como exercício da ação comunicativa: alternativas para a sociedade e para a educação. *Educação*, Porto Alegre, v. 29, n. 2, p. 329-368, maio/ago., 2006. Disponível em: <https://revistaseletronicas.pucrs.br/ojs/index.php/faced/article/view/447>. Acesso em: 13 fev. 2021.

MILANI, Feizi Masrour. Cultura de paz x violências: papel e desafios da escola. In: MILANI, Feizi M.; JESUS, Rita de Cássia Dias Pereira de (orgs.). *Cultura de paz: estratégias, mapas e bússolas*. Salvador: INPAZ, 2003. p. 31-62

RABBANI, Martha Jalali. Educação para a paz: desenvolvimento histórico, objetivos e metodologia. In: MILANI, Feizi M.; JESUS, Rita de Cássia Dias Pereira de (orgs.). Cultura de paz: estratégias, mapas e bússolas. Salvador: INPAZ, 2003. p. 63-96.

ROSENBERG, Marshall. A linguagem da paz em um mundo de conflitos: sua próxima fala mudará seu mundo. Tradução Grace Patricia Close Deckers. 2. ed. São Paulo: Palas Athena, 2019b.

ROSENBERG, Marshall B. Comunicação não-violenta: técnicas para aprimorar relacionamentos pessoais e profissionais. Tradução Mário Vilela. 4. ed. São Paulo: Ágora, 2006a.

ROSENBERG, Marshall. Sobre a Comunicação Não-Violenta. Rede de comunicação Não Violenta Brasil. 2006b. Disponível em: <https://docplayer.com.br/7250799-Dr-marshall-rosenberg-sobre-a-comunicacao-nao-violenta.html>.

ROSENBERG, Marshall. Vivendo a comunicação não violenta: como estabelecer conexões sinceras e resolver conflitos de forma pacífica e eficaz. Tradução Beatriz Medina. Rio de Janeiro: Sextante, 2019a.

SILVA, Maria Júlia Paes da. Comunicação tem remédio: a comunicação nas relações interpessoais em saúde. 2. ed. São Paulo: Edições Loyola, 2003.