

CHILD VIOLENCE: FROM PSYCHOANALYSIS TO THE REALITY OF PROTECTING CHILDREN'S RIGHTS IN BRAZIL

Zhanna Virna

Lesya Ukrainka Volyn National University

Lutsk, Ukraine

e-mail: virna.zhanna@vnu.edu.ua

ORCID : <https://orcid.org/0000-0001-8134-2691>

Ana Maria Eyng

Pontifical Catholic University of Paraná

Curitiba, Brazil

e-mail: ana.eyng@pucpr.br

ORCID : <https://orcid.org/0000-0003-0224-5880>

The purpose of the presented material is to summarize the basic psychoanalytic positions on the analysis of human aggressiveness and violent impulses, as well as to analyze the work of South American educators on the problem of violence within the recognition of human rights to a safe life.

Methods. The defined theoretical and methodological direction of the analysis of child violence consists of research procedures, bibliographic review, psychoanalytic and socio-pedagogical research.

Results. Psychoanalytic positions of interpretation of the phenomenon of violence are represented by Freud's classic generalizations about aggression, sadism and repression of libido. The conceptual understanding of the intrapsychic aspects of the child's violence is supplemented by the provisions of the theories of object relations through various forms of self-destruction of the individual. The socio-historical context of violence is revealed and it is emphasized that violence always contains the fact of violation by one person of the rights and freedoms of another person. The analysis of the works of Brazilian psychoanalysts reveals the specifics of experiencing the "feeling of colonization" in unconscious forms of repressed tension, confrontation and guilt. It is emphasized that various conflict traumas and states of social disintegration should begin with the awareness of just solidarity and human rights. It is also important to be aware of the rights of the child, which is in line with the doctrine of integral protection. The scientific achievements of the scientific school of Professor A.M. Eyng on the study of the problems of violence and children's rights are revealed. The basic positions of cooperation between Ukrainian and Brazilian scientists on the study of psychological norms of quality of life, mental

health and well-being of children in humanitarian situations (poverty, wars, environmental disasters, forced displacement, etc.) are outlined.

Conclusions. The scientific synthesis of psychoanalysis of child violence and socio-pedagogical generalizations about the child's rights to a safe existence is a new form of practical solution to the problem of protecting the quality of life of the child.

Keywords: violence, aggression, self-destruction, sense of colonization, protection from poverty, children's rights, transference, mentalization.

Вірна Ж., Енг А.М. Насилля дитини: від психоаналізу до реальності захисту прав дітей у Бразилії.

Метою презентованого матеріалу є узагальнення базових психоаналітичних позицій щодо аналізу людської агресивності та насильницьких імпульсів, а також аналіз напрацювань південноамериканських педагогів з проблеми насильства в межах визнання людських прав на безпечне життя.

Методи. Визначений теоретико-методологічний напрямок аналізу насилля дитини складається з дослідницьких процедур бібліографічного огляду психоаналітичних і соціально-педагогічних досліджень.

Результати. Психоаналітичні позиції інтерпретації феномену насилля презентовані класичними узагальненнями З. Фрейда щодо агресії, садизму та витіснення лібідо. Концептуальне розуміння інтрапсихічних аспектів насилля дитини доповнено положеннями теорій об'єктних відносин через різні форми саморуйнування особистості. Розкрито соціально-історичний контекст насилля та наголошено, що насилля завжди містить факт порушення однією людиною прав і свобод іншої людини. Аналіз праць бразильських психоаналітиків розкриває специфіку переживання «відчуття колонізації» у неусвідомлюваних формах витісненої напруги протистояння та почуття вини. Наголошено, що різні конфліктні травми і стани соціальної дезінтеграції повинні розпочинатися з усвідомлення справедливої солідарності та прав людини. Також важливим є усвідомлення прав дитиною, що відповідає доктрині її інтегрального захисту. Розкрито наукові доробки наукової школи професора А.М. Енг з вивчення проблем насилля і прав дитини. Окреслено базові позиції співпраці українських і бразильських науковців щодо вивчення психологічних норм якості життя, ментального здоров'я і благополуччя дітей в гуманітарних ситуаціях (бідність, війни, екологічні катастрофи, вимушене переміщення тощо).

Висновки. Науковий синтез психоаналізу насилля дитини та соціально-педагогічних узагальнень щодо прав дитини на безпечне існування є новою формою практичного вирішення проблеми захисту якості життя дитини.

Ключові слова: насилля, агресія, саморуйнування, відчуття колонізації, захист від бідності, права дитини, перенос, менталізація.

Introduction. Various variations of social confrontation in society often actualize the problems of violence, and in particular child violence.

The current situation of the war in Ukraine is a real confirmation. Terrorist acts committed by Russian aggressors on the territory of Ukraine entail a huge amount of human suffering, and violent actions against both adults and children lead to new forms of criminal behavior. Of particular importance during hostilities are the forms of child violence, which are directly related to the infliction of physical and moral injuries up to the infliction of physical and psychological harm to health and life. The whole world has witnessed violent encroachments against the benefits provided from birth – the life, health and personal freedom of the Ukrainian people. Increasingly, we are talking about the killing of civilians and children, infliction of bodily injuries of equal severity, torture, rape, kidnapping, sexual and labor exploitation (Children, 2024).

As for violence in Brazil, violence is the leading cause of death among young people. Thus, "in 2019, out of 100 young people between the ages of 15 and 19 who died in the country for any reason, 39 were victims of fatal violence" (Cerqueira, 2021 : 27). And according to the report "Education that protects against violence" by the United Nations Children's Fund, it is noted that Brazil is the first in terms of the absolute number of murders of adolescents in the world; In addition, about 2.7 million children are involved in child labour; 184524 children were sexually abused (between 2011 and 2017), of which more than half were between the ages of 1 and 5; among the deaths of boys from 15 to 19 years old, 6 out of 10 were caused by homicide; in 2017, 47,000 children were registered in institutional penitentiary institutions (UNICEF, 2019).

Therefore, the presented material *is aimed* at generalizing the basic psychoanalytic positions on the analysis of human aggressiveness and violent impulses, as well as analyzing the work of South American educators on the problem of violence within the framework of recognizing human rights to a safe life. We believe that such generalizations will become a convenient guide in the professional psychological and pedagogical substantiation of acts of violence and aggressiveness that occur in various fields human existence and social institutions, where childhood is given a special role. And the international context will only strengthen the solidarity integration of scientific knowledge. In one of the works of the Ukrainian researcher N. Zayachkivska, it is noted that "... intercultural education is intended to become a powerful means of forming the multicultural competence of a modern person" (Zayachkivska, 2015: 293). And in the concept of interculturality, R. Astrayn emphasizes the

importance of moral experience in achieving more mature cultural behavior, namely "...it is not only about openness to another culture, but also about repositioning relationships with each other. ... In this sense, interculturality is a category that explains the way in which cultures come into contact, which can be symmetrical or asymmetrical, ... But thanks to it, the limitations of acculturation, transculturation and mixing of cultures are overcome." (Astrain, 2021 : 61). Therefore, we have no doubt that the intercultural education that goes through these characteristics inspires a more altruistic and humanistic interaction between Ukrainian and Brazilian universities.

We believe that the analysis of the psychological and pedagogical alliance in the study of the phenomenon of violence presented to your attention will outline the boundaries of its integral methodological functioning in the context of the development of postmodern society.

Research Methods and Procedure. The defined theoretical and methodological direction of the analysis of child violence consists of research procedures, bibliographic review, psychoanalytic and socio-pedagogical research.

Discussion of the results. It should be noted at once that Freud's psychoanalysis is one of the first places in the conceptual understanding of the intrapsychic aspects of violence and aggression (Freud, 2010a; Freud, 2010b, Freud, 2011b), as well as questions about the relationship between the sublimation of an aggressive act and the development of civilization (Freud, 2011a). The concept of aggression within psychoanalysis is closely related both to the fundamental concepts of individual mental functioning and to broader aspects of the development of the human civilizational process. It was S. Freud who still had a controversial position on the consideration of aggression as a constituent aspect of human nature: "such harsh aggression... exposes humans as wild beasts who don't even respect members of their own species." (Freud, 2011a : 48). In his opinion, aggressiveness is related to impulsive motor skills or a destructive act that occurs in response to increased arousal that needs to be discharged. The perception of an increase in arousal is seen as a threat to mental organization due to failures in the symbolization of experiences (Freud, 2010b). Thus the subject could be intrinsically destructive, and only civilization restricts the desires and restrains the impulses, thus distinguishing him from the savage man.

Violence as a manifestation of aggressiveness is most often considered through sadism, which, as an aggressive instinct, is the result of the urge to die, and, along with Eros, dominates the world. If sadism as a component of sexual desire is expressed in the use of violence or force against another person, then masochism is closely related to an unconscious feeling of guilt (most often we are talking about child masturbation) (Freud, 2011b). It is S. Freud who recognizes aggression not as a consequence of one's own impulse, but as a connection between sexuality and self-preservation, about which in his work "Instinct and Its Variability" he notes that instinctive destinies are presented throughout life, including turning to one's opposite, returning to oneself, repression and sublimation: the state of reversion to one's opposite can take place in the process of transformation of activity into passivity or in a change in content, like the transformation of sadism into masochism and the transformation of love into hate (Freud, 2010c).

Most followers of Freud's psychoanalysis adhere to the understanding of violence not only as harming other people, but also as a form of self-destruction, namely: the child experiences a lack of confidence, warmth and a sense of security; And the natural needs for affection, emotional intimacy, recognition, and approval are unmet (Bowlby, 1969; Klein, 1996; Mahler, 1967; Winnicott, 2000 та ін.). In general, object-oriented psychoanalysts adhere to a dualistic position of understanding drives, namely innate affects that form the building blocks of the motor forces of libido and aggressiveness. Therefore, hatred contains internalized object relations in which the aggressive representative of the self is associated with the representative of the object that provokes anger or inadequacy. Aggression as an attraction is a motivational structure formed by negative, morbid, angry affects that determine the development of sadomasochistic relationships, such as "aggression of envy of the dependent self" (Segal, 1983) "destruction of one's own psychic apparatus" (Bion, 1967) "Aggression as revenge for an insult" (Balint, 1987).

Taking into account psychoanalytic works, we notice that among the differences between aggressiveness and violence, there is much in common between them, but the change in their phenomenal forms of manifestation is influenced by the socio-historical context. A significant contribution is reflected in the modernist theory of frustration-aggression, where the explanation of aggressive behavior is due to a person's experience of a state of frustration due to the loss of achievement of goals

and expected rewards (Berkovitz, 1962). E. Fromm considers aggression as a form of social behavior of people, groups, peoples through "cultural violence" – structural violence is enshrined in the norms, way of life, traditions of society, and political culture, which receives public recognition and approval (Fromm, 1970). But as history has shown, political and ideological violence can go beyond legitimate boundaries (war, revolution, terror, etc.). These events should be considered in close connection with the phenomenon of revolution within the typological formation of "ideological violence", which totally engulfs a person at the level of existential, individual-intimate and moral experiences (Feshbach, 1971). The political and sociological interpretation of violence, which links its causes with social processes, is revealed in detail in the works of M. Foucault, in which the general basis for the analysis of various types of clinic, madness, punishment, disciplined power or biopower is the conceptual pair "violence – subjectivity" (Foucault, 1975). In the scientific position of G. Deleuze, it is about the "willing subject", which is arranged by segmental strata from the "primitive" to the "modern" type according to the signs of overcoding (Deleuze, 1991).

When resorting to forms of violence, one literally needs to be prepared for spectacles, which may be accompanied by real actions or images that reflect disregard for the symbolic dimension of life. Violence, taking various forms, dynamics and degrees of intensity, always includes the fact of violation by one person of the rights and freedoms of another person. Analyzing the works of Brazilian psychoanalysts collected in the collective monograph "Violence and Psychoanalysis : Interdisciplinary Actualization" (Violência, 2021), all the debatable questions about differences and equality and about the conditions for determining the object of inequality can be observed in fact in the history of the colonization of Brazil, whose entry into the world history of the economy, is based on the model of world power and consists of an articulation between the colonality of power, capitalism, the state and a form of collective control, eurocentrism as a way of controlling subjectivity / intersubjectivity. Brazilian reality with a "sense of colonization" (Prado, 2011) determines economic, political and socio-cultural "dependence", state and subjugation. The process of emergence of the colonized Brazilian is not harmonious, but took place "by means of external and internal, objective and subjective clashes, tensions and conflicts that constitute the 'latent state of war' (Ribeiro, 2006 : 153). For F. Fanon, the colonial war

sometimes acquires the signs of "real genocide" (Fanon, 2015 : 290). If colonization does not kill objectively, it begins to destroy subjectively. We are talking about provoking a variety of mental disorders with moments of exacerbation and irreversible chronic consequences. "Discipline, tame, tame and pacify – these are the words most often used by colonizers in the occupied territories" (Fanon, 2015 : 350). Further, the author talks about the similarity of such slogans with the processes of drug psychiatry. That is, in fact, the life of people in the occupied territories is no different from the condition of sick people in psychiatric institutions. "The violence imposed by the colonizer is fixed in the muscles of the colonized man as a repressed tension, and in the mind it manifests itself through the feeling of guilt" (Martin-Baró, 2017 : 193).

Social scientists often have to deal with a variety of conflict traumas and states of social disintegration. The social reconstruction of the new free man must clearly begin with his awareness of just solidarity and human rights. And it is important that this process actively functions from childhood. In this sense, the awareness of the rights of the child is very significant, because in this way it is possible to create a new culture through the doctrine of integral protection.

A fairly powerful center for studying the problem of violence and children's rights is the research group on public policy, human rights and teacher training led by Professor A.M. Eyng, with whom I had the honor to collaborate at the Pontifical Catholic University of Paraná (Curitiba, Brazil) under the international internship program. The analysis of the practical achievements of this scientific school has demonstrated their strict adherence to the history and policy of education, which are systematized in theses regarding: the coexistence of the relationship between knowledge and power in the school curriculum; consideration of educational policies within the fight against crime in the Brazilian context and their impact on young people; analysis of the homogenization of differences and punishment as forms of violence; the specifics of social ideas and their diversity in the school space in the light of the libertarian thought of Paulo Freire (Violências, 2011 : 8-11).

The multifaceted approach of observance of the rights of the child in the context of humanitarian needs, which touches on the problem of its economic and consumer well-being, as well as the satisfaction of the totality of material and non-material needs, is especially impressive. Namely, it is about the totality of the rights of the child to be protected

from poverty. The poverty scenario emphasizes violence and violation of the child's right to education, which in fact will be reflected in his or her unworthy adult life, which in addition can be exacerbated by conflicts, crises, and climate disasters.

Very interesting is the project of the research group of A.M. Eying "Childhood in a humanitarian situation in the context of Latin America: the right to education and the right to health during the COVID-19 pandemic" in partnership with the Fernando Pessoa University (Faculty of Humanities and Social Sciences and Master's Programme in Humanities, Cooperation and Development), Little Prince Colleges (Master's Program in Health Sciences Teaching), Union of Marists of Brazil (UMBRASIL), Red Inter-American Marist Solidarity Heart with the support of Marist Center for the Defense of Childhood та Youth Observatory Pontifical Catholic University of Paraná (PUCPR). This umbrella study had a common objective: to build network resources in the Latin American and European context to share best practices and tools to raise professional standards in working with children in humanitarian situations in order to guarantee the right to education and health (Eying et. all., 2021 : 2).

The project problematized the guarantees of children's rights in humanitarian situations in the Latin American context of child poverty during the pandemic, based on the right to education and the right to health. Direct participation in the discussion and defense of the thesis of T. Veloso, provided an opportunity to analyze the problem of studying the rights to education and health of the child in the context of child poverty and to reconsider priorities in the interpretation of the problem of identity (Veloso, 2023).

In general, the phenomenology of child poverty, which is caused by the changing conditions not only of Brazilian society (the same can be said about Ukrainian society), has acquired a separate and extremely important scientific status. Having as their conceptual and essential features complex philosophical antinomies and economic regularities, social transformations in society exacerbate numerous problems of the societal psyche, especially painfully affecting the existence and personal development of disadvantaged people who experience various types of deprivation. Nodes of social contradictions, personal destructions and pathologies are most actively recorded within the framework of childhood poverty and the development of deprived children, who are deprived of conditions for the full satisfaction of basic biosocial needs and urgently need care, care

and provision of qualified psychological and pedagogical assistance. The relevance of solving the problem of the right to education and health of children is also important, because it is related to the development of the conceptual foundations for the organization of the social and recreational environment of children's life, thanks to which it is possible to neutralize the painful meanings of social stratification and the layering of the poverty syndrome.

In this context, it is worth mentioning the master's thesis of J. Silva "The Right of Children and Adolescents to Participate in the Guarantee of Rights" (Silva, 2019), defended under the supervision of A.M. Eyng. The research program is approved by an agreement between the Organization of American States (OAS), Inter-American Institute of Children and Adolescents (IICA), Marist Fund for International Solidarity (FMSI), Pontifical Catholic University of Paraná (PUCPR), Youth Observatory and Marist Center for Child Protection. The researcher focuses on the participation of "[...] It is one of the necessary ways to overcome violence in the everyday environment, which generates, among other consequences, child poverty" (Silva, 2019 : 15). In conditions of child poverty, when a significant part of children and adolescents is weakened by violence, lack of material and non-material goods and services that guarantee their physical and emotional health, quality of life and well-being, violations of their rights are observed. And already in the doctoral dissertation of J. Silva reflects a wide range of socio-pedagogical problems that actualize the principles of human dignity and the right to equality, participation and justice. And it is very important that the topic outlines the age group of children and adolescents – the period in which life and legal guidelines for the formation of personality are formed. In this context, I really liked the statement that "[...] The challenge of childhood politics is to be a participatory construct in which children and adolescents, in their different cultures and contexts, can share their knowledge, concerns, demands and recommendations" (Silva, 2024 : 205).

In recent researches by A.M. Eyng, it is constantly emphasized that the category of violence should be considered in the plural, because this phenomenon contains the versatility of origins, manifestations and consequences. Namely, we are talking about direct violence, structural violence and cultural violence (Eyng&Cardoso, 2020). If we talk about direct violence, it is clear that we are talking about its direct physical or verbal form between opposing subjects or subject and object. Structural

violence is indirect, that is, it arises as a result of an unequal distribution of power and is expressed in repression and exploitation or social injustice. With regard to cultural violence, that is, that which belongs to the symbolic sphere of human existence, certain aspects of culture must be taken into account, such as religion and ideology, language and art, empirical and formal science, which can be used to justify or legitimize direct or structural violence.

It is necessary to fully agree with the scientist, because it is precisely such a multifaceted manifestation of violence that is reflected in the specific studies of this scientific school. Examining children's experiences and their reflections on everyday poverty, the researchers identified the risk factors that they identify in their daily lives. Their testimonies illustrate repressive threats to poor children on the geopolitical and economic periphery of large cities. Their answers were grouped and systematized into categories that synthesize the subjects' statements about risk factors, namely, the categories *of the family* (parental and family dysfunction, intra-family violence between adults and children, normalization and naturalization of verbal, psychological, physical and sexual violence, oppression of children, reproduction of violence in the environment, parents' lack of tools to care for children, lack of communication, drug use and unemployment), *society* (discriminated and excluded population, homeless children in an aggressive environment in which there are not enough places for recreation, sports, etc.; and existing public spaces are degraded due to unreliable housing, lack of infrastructure, sanitation and delinquency), *education* (educational inequality, lack of access to quality education, poor school education, low level of education of parents, misinformation), *culture* (naturalization of violence, normalization of harsh attitudes, patriarchal, sexist society that justifies gender-based violence, viewing the child as property), *economy* (poverty, lack of resources, unemployment, informal jobs, economic exploitation, lack of opportunities, significant social exclusion), *public policy* (lack of implementation of a comprehensive child protection policy due to the lack of physical, material and professional infrastructure specializing in the care of children, adolescents and young people, in addition to fragile cross-sectoral articulation in the management of public policy and public partnerships), *health* (alcohol and drug use, physical, psychological and emotional trauma as a result of physical punishment and harsh treatment), *identity* (socio-emotional traits of shame, shyness, and

insecurity that lead to devalued self-esteem, low expectations of oneself and future opportunities), *security* (high levels of robbery, assault, kidnapping, shooting, drug and arms trafficking, gang disputes, drug traffickers, and corruption), and *rights* violations (There are few opportunities for the development of children's potential, both in their family and in the social environment, which is dominated by untidiness, family carelessness, cruel treatment, physical and verbal violence, psychological and sexual aggression, the use of child labor and theft). Waiting to address or minimize these risk factors requires creating child protection factors and strengthening the rights of every child.

In this context, we find A.M. Eyng's assertion that this direction "implies the need for new learning processes, which are preceded by the deconstruction of concepts and practices that have already been learned in the child's everyday space. It implies, therefore, the weaning of violence, discrimination, disrespect.... subjugation and disqualification of the child. And, as a result, exploring new individual and collective strategies that make it possible to restart each child's life projects for a less unjust present and a more equitable future." (Eyng, 2019).

A new research project by A.M. Eyng "Education and Human Rights: Well-Being and Improving the Quality of Life in School and Community" is very promising, where one of the topical issues for Ukrainian psychology and pedagogy is the consideration of the consequences of life in humanitarian situations (poverty, wars, environmental disasters, forced displacement, etc.) for human identity. The methodology of participation of triangulation through interpretive analysis, conceptual scientific aspects, norms of public policy to the arguments of the subjects in the social research project is applied in accordance with the reference base of the SPIRAL (Societal Progress Indicators of Responsibility of All) methodology, launched in 2005 by the Council of Europe.

The context of cooperation in the scientific project defines a wide range of psychological problems, namely, the identification of psychological norms of the quality of life, mental health and well-being of the subjects of the educational process (children, teachers, future teachers) on the example of the humanitarian situation of the war in Ukraine and the creation of an information and analytical system for the restoration and preservation of mental health of the subjects of the educational process in the context of military and migration processes. This is especially true for the substantiation of the basic areas of activity in the field of educational

services in the context of military and migration processes (psychological and pedagogical patronage and patronage; inclusive support of children; prevention of bullying in various manifestations; preventive assistance to prevent the occurrence of negative social phenomena (deviations, addictions, delusions).

It is clear that this complex of social problems requires the introduction of psychoanalytic technologies. From the experience of Brazilian colleagues, psychoanalytic technologies, namely, a transference-oriented model of psychotherapy, are gaining practical respectability (Kernberg, 2002) and mentalization-based psychotherapy (Eizirik M. & Fonagy P., 2009). Thus, transference-oriented psychotherapy is based on the classical psychoanalytic approach to object relations, and focuses on clinical work aimed at integrating the polarized aspects of self-representation and others through the means of experiencing abstinence from attachment and recognizing affective states in certain situations. In general, transference-oriented psychotherapy is very helpful in helping the child cope with the feelings and pain of the intrusion.

Psychotherapy, which is based on mentalization, puts the development of the patient's borderline psyche in the spotlight. Borderline functioning should be understood as a consequence of the failure of the development of such abilities as representation, affect regulation, and attention control, as a result of which primitive forms of subjectivity and profound disorganization of the structure of the self begin to dominate. Therefore, in this case, the psychoanalyst works in three directions: the attachment style associated with the suppression of mentalization, the re-experiencing of ways of perceiving inner reality to the development of the capacity for mentalization, and the experience of constant pressure to use the defenses of the projective identification of the destructive self in the other. Within the framework of working with children and adolescents, it is the reproduction of mentalization in the context of establishing close relationships that is the main mechanism for treating their mental disorders after violence. In fact, mentalization is an intuitive emotional response, and the awareness that a person's behavior is governed by mental states is a sense of continuity and control as an experience of oneself as an agent ("mental affectivity").

Also, areas of psychotherapeutic assistance can be restructuring traumatic memories, reducing psychopathological symptoms, solving

problems that have arisen as a result of violence, increasing self-esteem and teaching protective behavior. Psychologists and psychotherapists of social and psychological assistance centers successfully carry out these activities in the mode of taking into account the complexity of situations and the social group of patients, namely, as *providing basic social protection* in order to anticipate risk situations and strengthen social and family ties between adults and children in situations of social vulnerability, deprivation and poverty; *special social protection* as a form of assistance aimed at families and individuals who belong to the group of personal and social risk of violation of their rights and need to restructure the family group and create new moral and affective guidelines; and *complex social protection* as a form of social support (food, housing, hygiene) for survivors of situations of loss and disaster (Virna, 2023).

Conclusions. The generalization of the basic psychoanalytic positions on the analysis of human aggressiveness and violent impulses and the analysis of the work of South American teachers on the problem of violence within the framework of the recognition of human rights to a safe life, showed their close relationship. If psychoanalytic practice is responsible for assessing the intrapsychic characteristics of a person (child), then socio-pedagogical constructs actualize the challenges and needs of the modern child and the legal understanding of violence in its various manifestations. In our opinion, such a scientific synthesis expands and strengthens the practices of working with children to protect the quality of their lives.

Prospects for studying the problem are focused on the development of conceptual scientific and theoretical approaches to a comprehensive psychological and pedagogical analysis of children's rights in education on the example of monitoring indicators of psychological well-being, quality of life and mental health with the involvement of psychoanalytic technologies.

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