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REMOTE EDUCATION IN SECONDARY EDUCATION: SUBJECTIVE IMPACTS AND LANGUAGE ARISING FROM THE IMPOSITION OF TECHNOLOGICAL TOOLS DURING THE COVID-19 PANDEMIC

EDUCAÇÃO REMOTA NO ENSINO MÉDIO: IMPACTOS SUBJETIVOS E DA LINGUAGEM A PARTIR DA IMPOSIÇÃO DAS FERRAMENTAS TECNOLÓGICAS DURANTE A PANDEMIA DA COVID19

EDUCACIÓN REMOTA EN LA EDUCACIÓN MEDIA: IMPACTOS SUBJETIVOS Y DEL LENGUAJE A PARTIR DE LA IMPOSICIÓN DE LAS HERRAMIENTAS TECNOLÓGICAS DURANTE LA PANDEMIA DE COVID-19

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Abstract: This article presents the results of a master's research study that investigated the subjective and linguistic effects of technology-mediated education, imposed by the COVID-19 pandemic, on high school students. The research was motivated by concerns that emerged in the clinical context, where adolescents were grappling with personal transformations and typical developmental anxieties. With the closure of schools and the forced migration to digital platforms, the challenges of promoting effective education in a virtual environment became evident. The study, conducted with students from the Federal Institute of Education, Science and Technology of Mato Grosso (IFMT), employed a qualitative approach and was grounded in Freud-Lacanian psychoanalysis. Data collection included four weekly group workshops and individual semi-structured interviews with the participants. Data analysis was carried out using discourse analysis methodology, which allows for the investigation of the meanings produced by the

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statements of adolescents regarding technology-mediated education during a pandemic. The research revealed how adolescents articulated their suffering and coped with the psychological impacts caused by the abrupt changes in the teaching format. Through a psychoanalytic listening approach, it was possible to understand the relationship between language, subjectivity, and the discomfort generated by the new educational reality. The results indicate that the discourse of adolescents reflects the tensions between language and the underlying ideologies of the pandemic context, highlighting how technology has influenced their experiences and their ways of coping with the emotional and educational challenges imposed by the crisis.

Keywords: Adolescence, Education, Psychoanalysis.

Resumo: Este artigo apresenta os resultados de uma pesquisa de mestrado que investigou os efeitos subjetivos e linguísticos da educação mediada por tecnologia remota, imposta pela pandemia de COVID-19, em adolescentes do ensino médio. A pesquisa foi motivada por inquietações surgidas no contexto clínico, onde os adolescentes lidam com transformações pessoais e angústias típicas do desenvolvimento. Com o fechamento das escolas e a migração forçada para plataformas digitais, os desafios de promover uma educação efetiva em um ambiente virtual tornaram-se evidentes. O estudo, realizado com alunos do Instituto Federal de Educação, Ciência e Tecnologia de Mato Grosso (IFMT), utilizou uma abordagem qualitativa e foi fundamentada pela psicanálise de orientação freud-lacaniana. As coletas de dados incluíram quatro oficinas em grupo, realizadas semanalmente, e entrevistas semiestruturadas individuais com os participantes. A análise dos dados foi conduzida por meio da metodologia de análise do discurso, que permite investigar a produção de sentidos gerados pelos enunciados dos adolescentes em relação à educação mediada por tecnologia durante uma pandemia. A pesquisa revelou como os adolescentes nomearam seu sofrimento e lidaram com os impactos psíquicos causados pelas mudanças abruptas no formato de ensino. A partir de uma escuta psicanalítica, foi possível compreender a relação entre a linguagem. A subjetividade e o mal-estar gerado pela nova realidade educacional. Os resultados indicam que o discurso dos adolescentes reflete as tensões entre a língua e as ideologias subjacentes ao contexto pandêmico, destacando como a tecnologia influenciou suas experiências e sua forma de lidar com os desafios emocionais e educacionais impostos pela crise.

Palavras-chave: Adolescência, Educação, Psicanálise.

Resumen: Este artículo presenta los resultados de una investigación de máster que indagó en los efectos subjetivos y lingüísticos de la educación mediada por tecnología remota, impuesta por la pandemia de COVID-19, en adolescentes de educación secundaria. La investigación fue motivada por inquietudes surgidas en el contexto clínico, donde los adolescentes enfrentaban transformaciones personales y angustias típicas del desarrollo. Con el cierre de las escuelas y la migración forzada a plataformas digitales, los desafíos de promover una educación efectiva en un entorno virtual se hicieron evidentes. El estudio, realizado con alumnos del Instituto Federal de Educación, Ciencia y Tecnología de Mato Grosso (IFMT), utilizó un enfoque cualitativo y se fundamentó en el psicoanálisis de orientación freudiano-lacaniana. Las recolecciones de datos incluyeron cuatro talleres grupales, realizados semanalmente, y entrevistas semiestructuradas individuales con los participantes. El análisis de los datos se llevó a cabo a través de la

metodología de análisis del discurso, que permite investigar la producción de sentidos generados por las enunciaciones de los adolescentes en relación con la educación mediada por tecnología durante una pandemia. La investigación reveló cómo los adolescentes nombraron su sufrimiento y lidiaron con los impactos psíquicos causados por los cambios abruptos en el formato de enseñanza. A partir de una escucha psicoanalítica, fue posible comprender la relación entre el lenguaje, la subjetividad y el malestar generado por la nueva realidad educativa. Los resultados indican que el discurso de los adolescentes refleja las tensiones entre la lengua y las ideologías subyacentes al contexto pandémico, destacando cómo la tecnología ha influido en sus experiencias y en su forma de abordar los desafíos emocionales y educativos impuestos por la crisis.

Palabras clave: Adolescencia, Educación, Psicoanálisis.

INTRODUÇÃO

This article presents discussions derived from a master's research and addresses the effects of technology-mediated educational transformations in high school, especially during the Covid-19 pandemic, concerning the psychological distress of adolescents. Adolescence, recognized as a transitional phase marked by profound physical, emotional, and social changes, requires careful attention to the ambiguities and contradictions that these young people experience. In this study, we seek to understand how the use of digital platforms, imposed by the need for social distancing, influences the school experience and the construction of students' subjectivity.

The central focus of the research is the analysis of adolescents' experiences in relation to technology-mediated education and how this impacted their expressions of psychological distress. Education, traditionally conducted in person, was suddenly adapted to the remote environment, which generated a series of challenges for students, families, and the school itself as an institution.

From a psychoanalytic perspective, the subjective effects of these changes were investigated, seeking to listen to the adolescents' discourse, their manifestations of anguish, and the ways they position themselves in the face of this new reality. The research also aimed to articulate the role of the school in the constitution of young people's identity, highlighting the importance of the school space, both physical and symbolic, for the development of subjectivity.

Throughout the study, it was explored how the pandemic and remote teaching altered the dynamics between teachers and students, the formation of emotional bonds, and the practice of school rituals, directly impacting the emotional well-being of adolescents.

1. Adolescence and School: Institution and Subjectivity

Discussing adolescence in its complexity requires a deep understanding of the institutions that shape human relationships, whether these relationships are conscious or unconscious. Since birth, we have been inserted into institutional contexts that regulate our coexistence in society, such as family, religion, and school. These institutions function as a "symbolic manual" of how we should behave and interact, reproducing practices that, often, are not visible, but are constantly legitimized and naturalized. As Guirado (1997) observes, institutions are not fixed, and their practices can vary according to specific historical and cultural contexts.

Psychoanalysis also contributes to this discussion, bringing the notion that we are not only products of the environment, but also things we internalize. Didier Anzieu (1993) speaks of the "psychic skin," a concept that explores how cultural and institutional influences shape our identity. Thus, from birth, we internalize values and norms that are transmitted by institutions, which shapes our subjectivity and our behavior.

Among the main institutions that permeate the lives of adolescents, the school occupies a central place, both physically and symbolically. It is the space where we share, learn, and spend a large part of our first 18 years. From the 17th century, the school as we know it today emerged with the Industrial Revolution. The initial goal was to train workers for industries and educate the urban mass to become disciplined and productive citizens (Coimbra, 1989).

However, school goes far beyond the simple transmission of theoretical knowledge. It establishes symbolic social rituals that shape the construction of adolescence, even though this concept is also a social construct. As Han (2021) argues, social rituals represent the values and norms of a community and structure life in a repetitive and stable way. In the case of adolescents, school is the space where these social rituals are installed, which directly and in different ways influences the process of construction and formation of subjectivity.

Schmidt (1989) corroborates the statement that:

> "The school is a social institution, historically considered, inserted in a certain reality in which it suffers and exerts influence. It is not a neutral institution in the face of social reality. Teaching must be organized to consider the role of each individual and each organized group in society. Its function, therefore, is to prepare the individual by providing them with the development of certain competencies required by social life. It is also to give them an understanding of culture and a 'worldview'

> and to prepare them for citizenship. [...] Thus, school education is characterized by being a systematic, intentional, and organized activity — organized with respect to content, and systematic with respect to the methods it uses." (p. 12)

The school, as an institution, has a role that needs to be considered with emphasis, because as we said in the previous paragraph, we spend a significant part of our lives in the school space, and the relationships, affections, and dislikes, added to the routine and institutional rules, are relevant aspects in the formation of adolescents' subjectivity. While conserving and reproducing social norms, the school is also a potential space for transformation and autonomy. A critical analysis of the institutions that permeate the lives of adolescents, such as the school, is fundamental to understand how their subjectivities are shaped and how they can develop towards new ways of being and existing in the world.

Guirado (1997) also points out that the educational practices of the school are naturalized and rarely questioned, as if they were the only possible form of teaching and education, although the latter is something more complex than the transmission of knowledge attributed to this space. This process of naturalization occurs institutionally, legitimizing the discourses and repetitive practices that sustain the school structure and profoundly influence the subjectivity of adolescents.

Pierre Bourdieu (1999) argues that the school system is one of the main agents responsible for the reproduction of social inequalities, legitimizing cultural and social inheritances as if they were natural. Thus, the school tends to conserve social structures, perpetuating class divisions. However, authors like Pérez Gómez (2001) believe that the school can also be a space for social transformation, breaking with this reproductive function and enabling new forms of subjectivity and autonomy for adolescents.

1.1 The Adolescent Subject

> "There is a child and a grown-up self that coexist and alternate in unexpected and unpredictable ways" RILKE 2020.

In the previous topic, we briefly discussed the school institution, a space that reveals itself both physically and symbolically, being fundamental in the formation of the adolescent subject. As individuals, we rarely reflect deeply on the stages of human development and their implications. Many of us enter school at a very young age, spending an average of four hours a day in this environment, in constant interaction with people who end up becoming a significant part of our lives. We share affections, build

bonds, and acquire theoretical knowledge. From the literacy process to the preparation for adult life, the school experience carries within it meanings derived from the interactions lived in this space.

To understand the adolescent subject, it is necessary to pay attention to the period of adolescence, which demands a contextualization of the term, which here is understood as a specific phase of human development, transcending only physical issues. Adolescence, as a concept, begins to take social form from the 19th century, being etymologically associated with the idea of development, of preparation for what is to come, that is, a phase of transformation (PINTO, 2010). It is a complex and dynamic stage, both from a physical and emotional point of view, marked by bodily changes that directly impact the individual's personality and performance in society.

Calligaris (2000) describes in his book "Adolescence" some important characteristics, which, according to him, an adolescent initially is someone:

> 1. Who has had time to assimilate the more banal and widely shared values in society (for example, in our case: emphasis on financial/social and romantic/sexual success); 2. Their body has reached the necessary maturation so that they can effectively and efficiently dedicate themselves to the tasks assigned to them by these values, competing on equal terms with everyone else; 3. So that, at that exact moment, the community imposes a moratorium. (p.15).

It is during this period that the construction of identity intensifies, and identification with peer groups strengthens for this identity to consolidate. Contemporary authors from different areas argue that adolescents seek answers for themselves through relationships and experiences. From different perspectives, the affirmations corroborate what can be seen in everyday life, that adolescents tend to form peer groups of the same sex and with similar characteristics (such as tastes, ideals, culture, and clothing), projecting themselves onto others to better perceive their own image. It also emphasizes that the construction of identity is deeply influenced by the culture and society in which the individual is inserted. For the adolescent, the search for this identity is one of the most central and anxiety-laden issues, manifested by the need to answer the question: "Who am I?"

Furthermore, Halligan and Philips (2010) emphasize that during this period, adolescents begin to feel responsibilities, both at home and at school, making effective articulation between family and school crucial, especially when maladjusted behaviors

arise. The process of emotional, financial, and functional autonomy involves negotiations that can be challenging.

Adolescence is marked by a combination of physical and psychological changes, often described as a phase of crisis. These transformations are not limited to the physiological field but also encompass emotional aspects that can leave deep marks, with reflections throughout adult life. Adolescence is also a phase characterized by a polarity between losses and gains, mourning and learning, fears and new experiences. The young person loses childhood and the childhood body, gaining an adolescent body, which brings with it transformations and new responsibilities. This moment is marked by a challenging posture and, at the same time, by insecurities.

The concept of adolescence, according to Coutinho (2009), was created by Western culture in the late 19th century, strongly influenced by romantic individualistic ethics. For her, adolescence is a cultural phenomenon, in which each society deals with its young people in a particular way, articulated to the historical and sociocultural context in which they are inserted. Adolescence is, therefore, a typical product of our civilization. The chronological limits of adolescence vary according to different international organizations. The World Health Organization (WHO) defines adolescence between 10 and 19 years, while the United Nations (UN) establishes the age range between 15 and 24 years for statistical and political purposes. In Brazil, the Statute of Children and Adolescents (ECA) defines as an adolescent the individual between 12 and 18 years, with some exceptions that extend this limit to 21 years.

Freud (1905) identified different phases of human development, which he called psychosexual phases, ranging from childhood to adulthood. He points out that adolescence arises at the end of the latency period and the beginning of the genital phase, a moment when the sexual drive intensifies and the adolescent faces profound changes, both physical and emotional. According to Alberti (1996), this phase of renunciation and transformation involves the perception of the other and oneself, constituting a stage of great emotional intensity. In adolescence, we can experience feelings and emotions that we cannot handle and even name.

> [...] uncertainties about the boundaries between the psychic Self and the bodily Self, between the reality Self and the ideal Self, between what depends on the Self and what depends on the other, abrupt fluctuations of these boundaries, accompanied by drops into depression, undifferentiation of erogenous zones, confusion of pleasant and painful experiences, lack of instinctual distinction that makes the emergence of an instinct feel like violence and not

> desire, vulnerability to narcissistic wounding due to the weakness or failures of the psychic envelope, diffuse sensation of malaise, feeling of not inhabiting one's life, of seeing one's body and thought function from the outside, of being a spectator of something that is and is not one's own existence (Anzieu, 1985, p. 8).

Adolescence, therefore, configures itself as a period of intense transformations and challenges, both on the physical and emotional level. The adolescent subject, when dealing with these changes, seeks answers to identity and social questions, facing internal conflicts that often manifest in their external behavior. Calligaris (2000) describes this phase as a moment of assimilation of social and cultural values, as well as a confrontation with the expectations imposed by society. It is, therefore, a crucial phase for the development of autonomy and identity. Finally, Dolto (2004) points out that adolescence does not have an exact chronological beginning, being a phase of continuous and dynamic mutation, in which the young person is sensitive to the gaze and words of others, seeking to build their position in the world.

MATERIALS AND METHODS

The methodology of a research begins even before its execution in the field, grounded in previous readings and experiences that shape and guide the investigative process. The developed research is linked to the Extension Project of the Psychoanalysis Research Group, which is part of the Postgraduate Program in Psychology. The investigation was conducted at the Federal Institute of Mato Grosso, with high school students, from September to December 2022.

The methodological path was delineated from the structuring of objectives that guided the research. After the initial approval in the Postgraduate Program, the objectives were reformulated and organized for submission to Plataforma Brasil, fulfilling the established ethical and legal requirements. The project was submitted to the Research Ethics Committee (CAAE No. 58633522.0.0000.5690), complying with the guidelines of Resolution 466/12 and the principles of the Professional Code of Ethics of the Psychologist, respecting all ethical aspects that involve research with human beings.

With the authorization of the educational institution and approval by the ethics committee, contact with the target audience began. High school students were invited to participate in the research through an invitation letter sent via email, with the intermediation of the School Psychology sector of the Institute. In total, letters were sent

to 102 students indicated by the psychological support coordination, obtaining seven positive responses. This number, although consistent with what was proposed for the sample, raised reflections on the barriers imposed by the invitation format and the specificities of research with adolescents.

Data collection was carried out through four group workshops and individual semi-structured interviews with the participants. The target audience consisted of adolescents between 15 and 18 years old, who presented the Free and Informed Consent Terms (TCLE) and the Free and Informed Assent Terms (ALE), signed by the students themselves, their legal guardians, and the researcher.

The meetings took place in person at the Federal Institute of Mato Grosso, following all health protocols established by the World Health Organization. The workshops were held in a reserved space (health laboratory) and were based on discourse analysis with psychoanalytic guidance, a methodology that considers language not only as expression but as a structure that organizes the subject in relation to culture and the unconscious.

The proposal to hold workshops with adolescents arose from readings and experiences that allowed observing the dynamics of the collective, addressing common themes that permeate them. The objective of the workshops was to promote a deeper reflection by the students, with the researcher acting as a facilitator of the dialogue, instigating questions and listening to the participants. The dynamics of the workshops were based on an environment of listening and exchange, where adolescents were the protagonists of the discussions.

The workshops, lasting 45 to 50 minutes, took place in the opposite shift from classes, in a room organized in a circle. The material used included sheets of paper and balloons. The process was divided into four meetings with the following generating themes:

Let's talk? In the first meeting, participants introduced themselves and discussed group rules, such as respecting differences and active participation. The researcher explained the purpose of the research, and participants signed consent forms. From this, a reflection was carried out on the experiences lived during the pandemic, with emphasis on the emotional impact of quarantine.

Maybe you'd like to talk about this: A group dynamic with balloons was proposed, where each participant reflected on their feelings, both negative and positive.

This activity helped to explore the psychological distress of adolescents and the importance of sharing feelings.

What happened? During this stage, students spoke freely about the difficulties and benefits of remote teaching during the pandemic, in a space of open and reflective listening.

School and Adolescence. The last meeting focused on the relationship between school and the phenomenon of adolescence, where participants shared their perceptions about the impact of school on their emotional and social development.

In addition to the group workshops, individual semi-structured interviews were conducted with the participants, with the aim of deepening the understanding of the subjective effects of the pandemic on the psychological distress of adolescents. The interviews followed a script that encouraged free association and were recorded for later analysis.

Throughout the entire process, the researcher closely monitored the development of adolescents, using active listening and a psychoanalytic approach to understand the impacts of technology-mediated educational transformations during the pandemic.

The data analysis was divided into two stages: (1) organization of the material collected in the group workshops and (2) analysis of the participants' discourse, both in the workshops and in the individual interviews. The psychoanalytically oriented discursive analysis methodology allowed us to understand the meanings and senses attributed by adolescents, using categories that locate the discourses in their specific contexts — who says, what is said, why, and to whom. Dunker, Paulon, and Ramo (2016) emphasize that discourse analysis provides materiality to the psychoanalytic method by interpreting language beyond its direct statement, uncovering the unconscious structure that sustains it. This approach proved particularly useful for understanding the psychological impacts resulting from remote technology-mediated educational transformations and the development of adolescent autonomy.

RESULTS AND DISCUSSION

Two points stood out throughout this research. The first was the theme: investigating adolescence and the impacts of remote education during one of the most critical periods of contemporaneity was a challenge, but also an opportunity for new

interpretations about the effects of this phase of development. The second point refers to the methodological choice, which proved to be fundamental for the quality of the results.

Discourse analysis proved to be an important tool in academic research, offering possibilities to identify and understand aspects of how language is shaped by social, cultural, political, and historical contexts. This method allowed us to observe the power relations, norms, and values present in adolescents' interactions, evidencing how they construct their individual and social identities. Furthermore, discourse analysis allowed us to capture the emotional nuances and underlying meanings in adolescents' speech, providing a richer understanding of how they see themselves and position themselves in relation to groups and social norms.

Adolescent Subjectivity and Institutional Discourses

It is important to consider how the institutional discourses of the school affect the subjectivity of adolescents. The school is not only a place of learning but also a space for the disciplining of bodies and minds. Guirado (1997) highlights that the school's speech occurs through a "discursive order" that precedes the subject and inserts them into a network of meanings that shape their subjectivity.

Michel Foucault also contributes to this discussion by exploring how institutions exert control over bodies and minds through discourse. The school, in this sense, is one of the main institutions that regulate and discipline the behavior of adolescents, shaping their identities and subjectivities based on social norms and expectations that are often not explicitly discussed.

The traditional teaching model, which for decades was based on divisions by age groups, uniform methodologies, and standardized classrooms, was challenged by the COVID-19 pandemic. The social distancing imposed by the pandemic forced a revision of teaching methods, opening space for new forms of learning. It is worth noting that the teaching-learning process constantly undergoes changes, even if not all are as abrupt as those imposed by pandemic restrictions, but in any case, they point to the need for a didactic that incorporates culturally significant knowledge that circulates through the various means of society, but that still does not penetrate and improve the school space.

This new reality also brought to light the importance of thinking about the school as a space of connection between different institutions and discourses, where adolescents

learn theories and build their subjectivity by facing the challenges of the contemporary world.

The analysis of the discussed cases, results of a research developed with adolescents, also reveals the profound impact that the family exerts on the emotional and social development of this age group, although it was not the main focus of the investigations. Family relationships, especially those built in childhood, influence how adolescents perceive themselves, their behavior patterns, and the way they face emotional challenges.

From the perspective of psychoanalysis, emotional transference — projection of unconscious feelings onto other people — gains prominence. During adolescence, these transfers, initially linked to parents and family, can extend to other relationships, such as with friends and teachers. Adolescence is a period of searching for identity and independence, and the family relationship creates a delicate balance between autonomy and the need for emotional support.

Siblings, as observed in the cases of two participants, also play a significant role. According to Goldsmid and Féres-Carneiro (2007), siblings form a "fraternal subsystem" that contributes both to family harmony and disharmony. This fraternal bond, which is intensified in adolescence, shapes social skills, personality, and interpersonal interactions, functioning as a "laboratory" for relationships outside the family.

The absence of the father figure, mentioned by several participants, has a significant impact on emotional development and identity formation. According to Freud's Oedipus complex theory, the relationship with the father is fundamental for the internalization of social values and norms. The lack of a father figure can result in emotional problems, such as low self-esteem and difficulties in interpersonal relationships. The absence of the father or a support figure can contribute to feelings of abandonment, intensified by the difficulty of teachers in closely monitoring students during the pandemic.

In addition to parents, teachers also occupy a prominent place in the development of adolescents. They can serve as role models for behavior and offer emotional support, contributing to the formation of communication and work ethic skills. In psychoanalytic theory, teachers are often seen as figures of "supposed knowledge," as explored by Lacan. This suggests that adolescents attribute to teachers a position of authority and knowledge possession.

Another relevant point is the role of sexuality in adolescence. Psychoanalysis, based on Freud, Klein, Winnicott, and Lacan, suggests that this period is marked by conflicts and discoveries related to sexual identity. Adolescents begin to experience sexual feelings and impulses that can generate confusion and anguish. The lack of safe spaces to discuss these issues, as reported by some participants, aggravates this situation. Lacan also states that sexuality in adolescence goes through the registers of the real, symbolic, and imaginary, which makes this phase even more complex.

Finally, social networks, widely used during the pandemic, have an ambivalent role. They facilitate the maintenance of emotional and social connections in a period of isolation but also present risks, such as excessive use and the negative impact on adolescents' self-esteem. Adequate monitoring by adults is essential to balance the benefits and risks associated with the use of these platforms. Therefore, the analysis of the cases confirms that family dynamics, the presence of authority figures, and the experience of sexuality are fundamental in the development of adolescents, especially in times of crisis, such as the pandemic..

CONCLUSION

Participating in research with adolescents in the school environment requires a careful and meticulous approach, both in the preparation of fieldwork and in the choice of methods and procedures for data collection. This type of research demands not only the application of rigorous techniques but also an immersion of the researcher in the context experienced by young people, ensuring constant control of the interpretive process. This control aims to avoid distortions or biases that could compromise the reading of the participants' social reality, preserving fidelity to their experience.

The use of group workshops, with the mediation of the researcher, is a strategy that offers adolescents the opportunity to guide the discussion, while the researcher intervenes in a timely and reflective way. This methodology allows a more sensitive approach to the topics covered, as adolescents become protagonists of the process, and the researcher remains attentive to discursive dynamics. Allied to this, discourse analysis presents itself as a powerful methodology, allowing the researcher to access the deepest layers of the meanings expressed by young people, without falling into superficial interpretations.

The same rigor and methodological care were applied in the individual semi-structured interviews, conducted with the students. These interviews were analyzed from a psychoanalytic clinical listening, based on discourse analysis. This approach allows us to capture the emotional and psychic subtleties present in adolescents' speech, and also how they position themselves in the face of their own experiences and the world around them.

In carrying out this research, two issues stood out. The first is related to the theme addressed: investigating adolescence and how it is impacted by remote education during the pandemic proved to be both a challenge and an opportunity to explore the new forms of affectation of young people in one of the most turbulent periods of today. The second issue was the choice of the discourse analysis methodology, which proved to be a crucial tool for understanding adolescents' linguistic dynamics.

Discourse analysis is a methodology that allows researchers to understand how language is shaped by the social, cultural, political, and historical contexts in which individuals are inserted. In the case of adolescence, this approach offers a window to observe how young people construct their identities and how they position themselves in relation to the norms and values of their social context. The language of adolescents, often laden with emotional nuances, reflects their psychic states and their relationships with others, whether in the school, family, or social environment.

Through discourse analysis, we can identify the themes that are most significant to adolescents and how these themes connect to their life experiences. Language reveals power relations, gender dynamics, social class, and other aspects that influence how adolescents perceive themselves and position themselves in the world. This approach also allows us to better understand how adolescents express their emotions, deal with their insecurities, and build their worldviews.

Discourse analysis is not limited only to the study of words but also of the ideologies and representations underlying adolescents' speech. Through this methodology, the researcher can perceive how social and cultural norms are internalized by young people and how they negotiate these norms in their interactions. Furthermore, discourse analysis can provide clues about the values that adolescents consider important and how these values are reflected in their speech and actions.

In summary, by understanding adolescents' language through discourse analysis, the researcher can create a space for empathetic and respectful dialogue, promoting more effective and profound communication. This methodology helps to open channels of

understanding that are essential for sensitive and respectful research, allowing young people to express themselves authentically and allowing the researcher to understand the complexity of their experiences and feelings.

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