

108 - THE ADJECTIVES BODY IN THE LIGHT OF GENDER RELATIONS

BRUNO SOUZA PRESTES DA SILVA
KEILA ASSIS GONÇALVES
VALÉRIA NASCIMENTO LEBEIS PIRES
UNIVERSIDADE FEDERAL RURAL DO RIO DE JANEIRO, SEROPÉDICA – RJ, BRASIL
brunop.ufrrj@gmail.com

PRESENTATION

Currently, it is important to demystify and integrate the mind-body dichotomy that sometimes unwittingly becomes incorporated into our social practices. Considering that the individual practice of the persons is often reflected in the social sphere, that is, collectively, can make social skills from the body surface and / or inadequate with respect to its settings and features. Which leads us to the question; is the body being understood by an individual or society being first, characterized by self-control considering personal needs, and second, by obeying a set of standard pre-established social behaviors?

This assignment is justified by the value of building self-image of children and promoting understanding and interpretation of their body. However, this study is characterized as qualitative and quantitative, to investigate and compare the adjectives used to describe the body by boys and girls through the reports of settings and features of the body. We analyzed the reports of 54 children of both sexes who answered two questions developed by the authors. These questions were: 'What do you think about your body?' And 'how is your body?'. Child survey participants are students of the fourth and fifth years of the first segment of basic education, in the Center for Integral Care of Children (CAIC), located in Seropédica, Rio de Janeiro-RJ.

Expected to contribute to this study are professionals in education, specifically teachers of physical education in order to understand behavior, and detect attitude / biased reports that can be spread and soon become naturalized common sense.

INTRODUCTION

Over the years the body has been confronted with various meanings. In Greek society it was considered the integration of the physical with the abstract, i.e. the body in its material sense with the essence inherent in each individual, being perceived as a single unit. Disease was perceived as belonging to human, so it would be entirely in it, however, not revealed until there was a balance between the psychic and physical (Silva, 2001).

A key concept for understanding the body which falls in society is the body image. Tavares (2003) states that body image is "the framework formed by the images or mental representations of the body that are presented to the individual in the context of his life" (p. 131). From this concept we observe the dynamic nature of its meaning, since the perception of our body may vary with emotional, psychological, neurological, social, among others, thus establishing a relational character of these agents. "The body image is going to develop as a product of the individual's relationship with oneself and with others" (CAMPAGNA E SOUZA, 2006, p.11).

This context, sociocultural is considered crucial in the process of formation of self-image, including acting in favor of building a body modeled on sexual differences. Souza and Altmann (1999) state that:

The process of education for both men and women implies a social construction and the subjects' body, which means - in the teaching / learning values - knowledge, attitudes and body movements to be male and female (p.54).

Considering the aforementioned references, it appears to be a man or a woman is directly connected with the cultural patterns of a society and from that concept, stereotypes are constantly being constructed and assimilated to common sense. Added to this, the construction of body image carries a significant influence of socio-cultural aspects.

THE BODY IMAGE PERCEIVED BY GENDER

Constantly referring to our bodies as if we were talking about a machine that has the single goal of serving us, denying the cognitive aspects of our movements.

The presentation of the body as a machine translated into operation by the laws of Newtonian mechanics is a classical idea of Descartes present in several of his works [...]. This conception of the body that is independent of any notion of essence and its materiality associated strictly dominated for a long time [...]. Thus, as the human body a machine, but 'natural'. (Silva, 2001, p.25)

The first studies on body image occurred in the beginning of sec. XVI with a French doctor named Ambroise Pare. He discovered the existence of phantom limb that is characterized "as the hallucination that an absent member would be present" (Barros, 2005, p.549), however, the term 'body image' was not yet used.

Some time later, a neurologist Henry Head who called to "investigate the disturbances in body perception of patients with injury" (STREY & PAIM, 2005, p. 1) created the concept of body schema that is characterized by neurological perception of the body. This context has defined a biological significance based on the concept of body image. This concept has existed for some time.

Another factor that probably contributed to biological interpretation of this body, were the historical processes involving the human body to materiality, especially with the rise of empire stoic in Greek society, which markedly dissolved Greek order of certain ideologies, support a new political-economic model (Silva, 2001).

However, the scholar who was more important to support knowledge about body image was Paul Schilder. His study was responsible for a more paid up body image, taking into account other factors beyond the neurological, against the knowledge of the time that guided a biological opinion on the body. His contribution was innovative and was a landmark in studies of embodiment, introducing variables that until then had been unavailable in the analytic conception of the body as emotional, psychological, and social (Tavares, 2003).

With this understanding, there is a return to Greek ideals, portraying the body in a systemic way of representing the individual, that's has an essentiality (Silva, 2001). This essence, today, is reinterpreted as an internal excitation, i.e. a drive that is unique and individual. As confirmed by Tavares (2003), "Body image has a drive shaft that holds so existential individuality" (p.16).

The environment and culture are also aspects that directly relate to the interpretation of our body, ie, depending on how social relationships are intertwined, we have a conception of body appreciation or depreciation.

From this statement we note that there is regular maintenance of our body awareness in such a way that the individual's relationship with the environment is frequently changed. This occurs because we are governed by a set of standards created by social artifacts that automatically define socially acceptable physical standards, as confirmed by Lopez and Matos (2008):

The importance of these artifacts lays in their role to 'conform' the subject, shaping them according to social norms. Thus, these artifacts contain cultural pedagogies, they are ways of teaching through which social meanings are constructed and reproduced (p. 61).

An important factor in structuring auto body awareness are the established gender relations, as unquestionably, men and women occupy different social positions and functions for sex.

We found that male and female roles are clearly defined and distinct. The level of behavior, we have for example, that women usually perform the household chores, men do not [...]; the level of emotional reactions, it is expected that a women cry, and that men are cold and courageous while women are emotionally insecure. In terms of attitudes, women should maintain a social attitude receptive and submissive in the face of aggression and male dominance. (GRATIANO, 1978, p.29)

As noted above, cultural relations established between individuals and society are crucial in the foundation of the interpretations of the body.

We note that historically men and women have different treatments and that the knowledge of Western civilization exalts female submission as well as the overlap of the mind over the body. (CATHARINO, 2007).

The history of Western civilization enhances and maintains the center of his theory, the hierarchical dualism that despises the human body, whereas the female body sinful, blaming Eve and all women followed, by the fall of man, original sin and all. (Ibdem, p.33)

Women continue to have restrictions on opportunities that foster motor development, social and psychological, binding to the female image characteristics such as fragility, gentleness, delicacy, and others. In return, men are encouraged antagonistically to the experience of practical activities with greater variability, which provides a further development of characteristics such as strength, aggressiveness and virility, among others. It is noticed that features like delicacy and fragility 'inherent' to the women and virility and aggressiveness essentially 'natural' for men are designed for social tools, contrary to his knowledge that converge Determinance biological, or sexual.

History has shown that sex was used as support for social organization and building values. This appreciation of the biological aspect was decisive for the installation of male hegemony, which manifested itself in all dimensions of human existence, including the development of science. (PEREIRA, 2005, p.206)

This context becomes essential in perpetuating the myth of female fragility and subsequent subordination to men.

Women continue to be, directed at the occupation of private space and men to the occupation of public space, for example, they are conditioned from the beginning of their lives to perform domestic duties, unlike men, who are educated to be the head of household. Also girls are encouraged to play close to the family, while boys are given more opportunities for adventure and discovery out of the home environment, or in public space. Within this concept, we note that given man the transit by various means, one is the environment where it sets up the sport.

The idea that, by nature, man belongs to the outside world and women to the inner world and that there is a superiority of one gender over another is strongly impregnated by many generations. Ideas spread and strengthened by the theory of patriarchy, church and even for education, contributed heavily to make that happen. The Church presented a religious talk, and preaching the merits of that teacher would be the ideal profession for women, because such a profession was equivalent to the role of being a mother, considering teaching as a natural consequence of women. (CATHARINO, 2007, p.39)

The biology based, theoretically, the idea of female inferiority, saying his role of procreation and their maternal functions; this identity was highly restricted to the family environment. Simoes (2003), states: "The apparent biological differences between men and anatomical and women are culturally associated with ideas of feminine frailty and physical physical quantity of man" (p.2).

RESULTS AND DISCUSSION

Based on the analysis done, from the reports of the children, these adjectives evoked by them about their bodies created categories such as aesthetic body, healthy, aesthetic and healthy standard, full.

Among the boys the more frequent category was 'aesthetic body', accounting for 57.14% of the sample. Importantly, in this category both positive adjectives, in which the body is perceived and valued from its positive aspects, and negative, indicating the perception and appreciation of the negative elements from your body, appeared, but only with the occurrence of a negative in which a child was classified as 'ugly'. The adjectives most positive body identified were: beautiful (7) and athletic (6).

In the analyzed data it is clear that three categories had fewer incidents between the boys, they are understood in the body being 'full', 'aesthetic and healthy', 'only healthy', 'standard'; both classifications obtained 3.57% of incidences. Within these classifications, we highlight the appearance of the body 'full', as the body of reference for interpreting the study, since it is based on a systematic body aspect in which the soul is not perceived as dichotomized with the physical body.

The category 'standardized body' had 17.85% of incidences, indicating that possibly these children perceive their body obeying a set of social norms existing socially and concomitantly, their discourses converge in favor of segregation body and soul, in which the body is not valued over the mind. It is important to note that within the sample of boys, 14.28% of them possibly did not know how to describe their bodies, leaving questions unanswered.

For girls, the most prominent category is the 'aesthetic body' with 58.33%. Like boys, girls described themselves with both positive and negative adjectives. The positive adjectives that were mentioned most: beautiful (8) and beautiful (2). Among the negative adjectives, like ugly, only one was cited, but with a greater number of incidents compared to the male. What automatically triggers a reflection on the charges of aesthetic differentiation between men and women, in referring to sexual stereotypes stimulated differently in boys and girls in childhood, through social constraints that are rules that women should worry more about beauty than men.

The category 'body standard' received nominations for 4.34% of the girls, leading to understand that their bodies are within the 'normal' patterns predetermined. Observe also that 8.68% of the sample did not answer when questioned on these adjectives own body. This number is relatively close to the results obtained by the boys. Finally, the body only 'healthy', 'healthy and aesthetic' were raised by 13.04% of the sample.

FINAL CONSIDERATIONS

Given these facts, we find that historically development opportunities and full body motor experiences are denied to females due to the social model, which is then used to stimulate greater number and better quality of motor experiences for men.

Therefore, it is believed that women and men have a different relationship with their body since the relationship of the individual to society may vary according to sex, and it is believed that this factor is directly linked to the perception of each person's body.

BIBLIOGRAPHICAL REFERENCES

- MATOS, Auxiliadora Aparecida; LOPES, Maria de Fátima. **Corpo e gênero: uma análise da revista TRIP para a mulher**. Estudos feministas. Florianópolis, 2008.
- BARROS, Daniela Dias. **Imagem corporal: a descoberta de si mesmo**. História, Ciências, Saúde. Manguinhos, v. 12, n. 2, p. 547-54, 2005.
- SILVA, Ana Márcia. **A natureza da phisis humana**. in: SOARES, Carmem Lúcia. (org). **Corpo e História**. São Paulo: Autores associados, 2001.
- TAVARES, Maria da Consolação G. C. F. **Imagem corporal: conceito e desenvolvimento**. Barueri, SP: Manole, 2003.
- CAMPAGNA, Viviane Namur; SOUZA, Audrey Setton Lopes de. **Corpo e imagem corporal no início da adolescência feminina**. Boletim de psicologia. V.LVI, n.124, 2006.
- SOUSA, Eustáquia Salvador; ALTMANN, Helena. **Meninos e meninas: expectativas corporais e implicações na Educação Física escolar**. Caderno Cedes. Ano XIX, n.48, 1999.
- STREY, Marlene Neves; PAIM, Maria Cristina Chimelo. **Percepção do corpo da mulher que joga futebol**. Lecturas: EF y deportes (revista digital). Ano 10, n.84. Buenos Aires, 2005.
- CATHARINO, Rejane conceição Arruda e silva. **A imagética dos livros didáticos nas relações de gênero e educação ambiental**. Dissertação de mestrado em Educação pela Universidade Federal do Mato Grosso. Cuiabá-MT, 2007.
- SIMÕES, Antonio Carlos. **A mulher em busca de seus limites no esporte moderno**. In: SIMÕES, Antonio Carlos (org). **Mulher e esporte: mitos e verdades**. São Paulo: Manole, 2003, 245 p.
- GRACIANO, M. **Aquisição de papéis sexuais na infância**. Cadernos de Pesquisa. São Paulo, n.25, p.29-98, junho, 1978.
- PEREIRA, Sissi Aparecida Martins; MOURÃO, Ludmila. **Identificações de gênero: jogando e brincando em universos divididos**. Revista Motriz. Rio Claro, v.11 n.3, p.205-210, 2005.

Rua João Emilio da Cas, 53, Vila Santa Isabel
Cep 27522-080, Resende-RJ, Brasil.
Brunop.ufrjr@gmail.com

THE ADJECTIVES BODY IN THE LIGHT OF GENDER RELATIONS

ABSTRACT

In society, a key concept for understanding the body is the body image. Body image is the "framework formed by the images or mental representations of the body that are presented to the individual in the context of his life" (Tavares, 2003, p.131). Environment and culture are also aspects that directly relate to the perception of our body. We notice that a periodic maintenance of our corporal perception exists, in view of that, the relation of the individual with the environment frequently is modified. This study investigates the perception of body image among boys and girls, through the interpretation of reports of children about their self-image. This research was conducted through a qualitative and quantitative study, which utilized a procedure for gathering data through reports made by students of a public school in Rio de Janeiro. We analyzed the reports of children of both sexes, in the Center for Integral Child Care (CAIC). Such children are studying in the fourth and fifth years of the first segment of basic education. The instrument used consists of two questions: 'what is the meaning of their body?' And 'how is your body?'. Based on the analysis of the reports from the children, the adjectives used to describe their bodies created such categories as aesthetic body, healthy, aesthetic and healthy, standard, full. It is observed that the more frequent category was the interpretation of body-based aesthetic with both the boys and the girls, with the surprising result of both positive and negative adjectives, with a higher incidence of negative adjectives in the girl's responses.

KEYWORDS: body, culture, gender.

LES ADJECTIFS CORPS A LA LUMIERE DES RELATIONS ENTRE LES SEXES

RÉSUMÉ

Un concept clé pour comprendre est inséré à travers le corps dans la société est l'image du corps. L'image corporelle est le «cadre de travail comprenant des images ou des représentations mentales du corps qui sont présentés à l'individu dans le contexte de sa vie" (Tavares, 2003, p.131). L'environnement et la culture sont également des aspects qui sont directement liés à l'interprétation de notre corps. Nous notons qu'il existe un entretien périodique de notre perception physique, alors que la relation entre l'individu et l'environnement est constamment modifiée. Cette étude examine la perception de l'image corporelle chez les enfants, grâce à l'interprétation des rapports de la même chose de leur propre image. Cette recherche a été menée à travers d'une étude qualitative et quantitative, qui a utilisé un processus de collecte de données au moyen de rapports réalisés par les élèves des écoles publiques à Rio de Janeiro. Nous avons analysé les rapports des enfants des deux sexes, le "Comprehensive Care Center" (CAIC). Ces enfants étudient dans les quatrième et cinquième années du premier segment de l'éducation de base. L'instrument utilisé est constitué par deux questions: «Quel est le sens de son propre corps? Et comment est votre corps? ». De l'analyse et les rapports des enfants à partir de ces adjectifs évoqués par eux de leurs corps ont été établies les catégories esthétiques comme le corps, sain, attrayant et sain. Il faut savoir que la catégorie a été l'interprétation la plus commune corporelle basée sur l'esthétique, à la fois les résultats des garçons et des filles, trouver les deux adjectifs positifs et négatifs, avec une incidence plus élevée d'adjectifs négatifs entre les réponses des filles.

MOTS-CLÉS: corps, culture, sexes.

LOS ADJETIVOS CUERPO A LA LUZ DE LAS RELACIONES DE GÉNERO

RESUMEN

Un concepto clave para entender el cuerpo que se insiere dentro de la sociedad es la imagen corporal. La imagen corporal es el "marco formado por las imágenes o representaciones mentales del cuerpo que se presentan al individuo en el contexto de su vida" (Tavares, 2003, p.131). El medio ambiente y la cultura son también aspectos que se relacionan directamente con la interpretación de nuestro cuerpo. El medio ambiente y la cultura son aspectos que también se relacionan directamente con la interpretación de nuestro cuerpo. Notamos que existe una mantención periódica de nuestra percepción corporal, considerando que, la relacion del individuo con el medio ambiente es constantemente modificada. Este estudio

investiga la percepción de la imagen corporal entre niños y niñas, a través de la interpretación de los informes de los mismos acerca de su propia imagen. Esta investigación se llevó a cabo a través de un estudio cualitativo y cuantitativo, que utilizó un procedimiento de recogida de datos a través de informes realizados por los alumnos de una escuela pública de Río de Janeiro. Se analizaron los informes de los niños de ambos sexos, del Centro de Atención Integral (CAIC). Estos niños están estudiando en el cuarto y quinto año del primer segmento de la educación básica. El instrumento utilizado consta de dos preguntas: "¿cuál es el significado de su propio cuerpo?" y "¿cómo es tu cuerpo?". A partir del análisis realizado y de los informes, estos adjetivos evocados por ellos acerca de sus cuerpos se crearon categorías como cuerpo estético, saludable, estético y saludable. Se observa que la categoría más frecuente fue la interpretación corporal basada en la estética, tanto los resultados de los niños y niñas, encontrando ambos adjetivos positivos y negativos, con una mayor incidencia de adjetivos negativos entre las respuestas de las niñas.

PALABRAS CLAVE: cuerpo, cultura, género.

AS ADJETIVAÇÕES CORPORAIS SOB A LUZ DAS RELAÇÕES DE GÊNERO

RESUMO

Um conceito fundamental para entendermos o corpo que se insere na sociedade é o de imagem corporal. A imagem corporal é "o quadro formado pelas imagens ou representações mentais do corpo que se apresentam ao indivíduo no contexto de sua vida" (TAVARES, 2003, p.131). O meio ambiente e a cultura são aspectos que também se relacionam diretamente com a interpretação do nosso corpo. Notamos que existe uma manutenção periódica da nossa percepção corporal, tendo em vista que, a relação do indivíduo com o ambiente é freqüentemente modificada. O presente estudo objetiva investigar a percepção da imagem corporal entre meninos e meninas, através da interpretação dos relatos das crianças a respeito da sua auto-imagem. A presente pesquisa foi realizada por meio de um estudo qualiquantitativo, que se utilizou de um procedimento de levantamento de dados através de relatos feitos por alunos de uma escola pública do município do Rio de Janeiro. Foram analisados os relatos de crianças de ambos os sexos, do Centro de Atendimento Integral à Criança (CAIC). Tais crianças estudam no quarto e do quinto ano, do primeiro segmento do ensino fundamental. O instrumento aplicado que consiste em dois questionamentos: 'qual o significado do seu próprio corpo?' e 'para que serve seu corpo?'. Com base nas análises feitas, a partir dos relatos das crianças, as adjetivações evocadas pelas mesmas a respeito de seus corpos foram criadas categorias como: corpo estético, saudável, estético e saudável, padronizado, pleno. Observa-se que a categoria mais recorrente foi a interpretação corporal baseada na estética, tanto nos resultados dos meninos quanto das meninas, tendo como surpresa a indicação de adjetivações tanto positivas quanto negativas, com uma maior incidência das adjetivações negativas entre as respostas das meninas.

PALAVRAS CHAVE: corpo, cultura, relações de gênero.