66 - THE RELATIONSHIP BETWEEN BODY AND MEDIA ON THE CONSTRUCTION OF SELF IMAGE OF ELEMENTARY SCHOOL CHILDREN.

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This research was conducted in conjunction with the Extension Project Corpos em Debate, developed elementary level in public schools with the goal to understand the representations constructed by children from different social groups and about the conditions of childhood and relationships with new forms of thinking and acting with the body in these groups. Therefore, this study investigates aspects of the construction of self-image of students aged 9 to 11 years, establishing relationships between body representations made by these children and the influence of a pattern present in printed media (magazines).

From the need for understanding the body representations constructed by children, we follow the theoretical perspective of the anthropologist and sociologist David Le Breton (2010), where the material evidence of this body (..what body are you referring to?) makes us believe in its (its?) understanding, contrary to its (…it being who/what?) inapprehensible reality. For Le Breton (2009) corporeality is understood as a social and cultural phenomenon, involving symbolism, representations and imaginary weaving of the "fabric of everyday life" (p.7), pointing to possible mechanisms that influence the production of mans(…'peoples' is more politically correct, or humankind's?) senses and the creation of various stereotypes about the body. These senses surrounding the social imaginary of a community lead to broad qualitative acceptance of an ideal body image in these groups.

According to Postman (1999), it is through appearance that people identifies themselves accounting for the explosion of images conveyed by the media. The way you present yourself under the gaze of the other, brings meanings that reinforce the standardization of certain body types. In this sense, the speed with which the large volume of images circulates can lead to the loss of criticality on the same (Villaça, 1996). This fact is not restricted to the adult world. Postman (1999) warns that both the adult as with the children are exposed to the same stimulus and information from the media, allowing the free movement of such patterns to influence childhood imagination. In this context, the child does not understand in totality the immense production of meanings emanating from discourses conveyed in different media in the same way as an adult, appropriating and incorporating a set of messages mostly relating to a condition of childhood and body which will emerge in due course, in their new time in their representations.

The process of mass production and distribution of images with a range of stereotypes interferes with the construction of the self-image of children. Thus, we seek to better understand the relationship of media influence on body representations of children aged 9 to 11 years, based on a sample of students from the fourth year of elementary school at a public school in Rio de Janeiro. The sample consisted of 27 students, 13 boys and 14 girls The research, qualitative in nature, has characteristics of action research as intervention from the researchers' community study proposes the reflection and understanding of the representations constructed by these children, increasing the level of awareness of the group on the same (Thiollent, 2002). The production data analyzed here were from a dynamic in which they proposed that students choose between different styles of magazines, one or more images they can identify similarities or what they would like to be. From there, the choices were presented with their justifications on individual sheets, which served as a tool for this stage of the research. From the analysis of the material, combined with reports of the researchers' observations, we discuss below the regular patterns of speech of the children studied.

FOR UNDERSTANDING OF CONTEMPORARY BODY.

According to Le Breton (2010) there is no common or coherent definition concerning the body due to its "elusive" nature, created according to the culture of a given society. However, understanding human corporeality in social, cultural, symbolic, representation and imagination social lead us to reflect on this tessitura generated from relationships to ordinary daily life that involves the mediation of the body, where "the uses of man depend on physical a set of symbolic systems"(2009, p.7) This eminently cultural symbolism allows man to recognize his relationship with the world based on a system of values, as the author states:

The body is a symbolic construct, not reality itself. Hence the myriad of representations seeking to give it a meaning, and his character heteroclite, unusual, contradictory from one society to another. [...] The body seems obvious, but in reality nothing is more elusive. (LE BRETON, 2009, p.18)

In early primitive communities the body was part of a collective whole and established believe of belonging to nature. A subject underlays their actions and everyday events in the cosmos and the energy coming from natural elements air, fire, water and earth. In the West the current most accepted are founded on a biomedical knowledge that sustains a thought-anatomic possessive about the body. This way of thinking is born with the Renaissance, where it emerges and develops individualism (LE BRETON, 2009, p.25).

Other ways of thinking that man emerged over the years and formed the basis for different theories about the body. With the appreciation of others' knowledge about the body "in opposition to the dominance, still in force, currents anatomophysiological, the subject of this relationship, the man, the ego seeks a gathering, developing" a character infinitely plural, collective life and polyphonic their references." (LE BRETON, 2009, p.19).

Within the group to which he belongs, the body becomes a "concrete object of collective investment." (LE BRETON, 2009, p.77) The subject gives way to the appearance, the shape, the dress, the hairstyle etc. These senses support the social imaginary contributing to the production of standardized depictions of a body framed and social needs of that group. Even identifying its peculiarities, the individual resorts to their own wills to fall into patterns that, it seems to be in favor for only one part of the population.

A plurality of lifestyles, of body shapes, class and social spaces favors stigmas that arise from a system of values and

norms of a community, thus building up patterns that emphasize certain characteristics and disqualify many others. We understand here value systems as systems that transmit ideals in pursuit of satisfying man's quest for the unattainable. For Baudrillard (1995) all the needs of man, in an anthropological perspective, go to a naive logic always seeking happiness. In the consumer society is the happiness as the main reference and shows similarity to the logic of Christian salvation. Far from being a force widespread in Capitalism, that ideology comes from the "myth of happiness" in modern societies transformed the "myth of equality" (Baudrillard, 1995, p.47). To sustain the ideological characteristics linked to the myth of equality, happiness needs to be measurable. Then comes the discourse of welfare, surrounded by symbols and signs of comfort. According to Baudrillard (1995) as in other revolutions, the revolution welfare has been founded on the pursuit of equality of men without the "power to conduct background" (p.48). To escape this failure inherent to companies under the logic of the capitalist economy, democracy is transferred from reality to egalitarian equality compared to other objects and signs present in meeting. The body gains assignments and symbolisms that allow men to approach the happiness through consumption, allowing him personal satisfaction, that is, under the gaze of the other. The man must satisfy his desires. For Le Breton (2009) the body is constantly the object of concern, is the place "privileged welfare and look good through the form and maintenance of youth" (p.78) This concern with the body also has acquired relevance in the infant universe. For Postman (1999) the concept of childhood has been modified thanks to the intervention of the media and discusses the deconstruction of boundaries created to differentiate adult children's universe. According to the author, the concept of childhood from the "school of thought" began in Greece to the European model of the twentieth century is undergoing modifications and significance to the concept of contemporary childhood.

Along with the historical processes for the dissemination of mass media, producing a new form of information through images. Moreover, the social structures that differentiate adult child begin to be undone, access to information now has more control measures. Everyone, adults and children, have access to the same information. This allows approximation of reality children of the adult world, with consumption practices. Free access to images allows a new perspective on being a child. This whole process of invention of childhood has been deconstructed by the media, which act so as to homogenize the differences established by pre-printing press among the universe of children's and adult. You can find infant features adults and vice versa, novels, billboards, advertisements play a role in inculcation of stereotypes profitable for industry consumption.

Within this context children get this uncontrollable proliferation of images, through the media, linked to famous people to dress trendy, sophisticated electronics to reframe the universe of children's imagination. The worlds mingle, language and signs, for children and adults are becoming less discernible. The childhood as a cultural product has been influenced by the stereotypes produced by the media and create a new way of designing childhood because it proposes a new way of being a child.

"THE LOOK OF CHILDREN ...".

From juvenile speech, which differs from adult speech because it contain fewer filters, producing fewer agreements speech, we realize that values, symbols and representations are associated with body shapes that weave the social imaginary in which it operates. We will review the proposals in the dynamics of projections "who am I?" Or "Who would I be?". The images presented by the children revealed the fitness for women lean and athletic for men, as hallmark of choices, beyond youthful appearance prioritizing logic welfare linked to the body. From the questions arising about a hegemonic standard chosen by the children, reflected on the changes in the standard of beauty and aesthetic over time, pointing to the social and cultural construction of this profile. Given this understanding, children problematized issues like obesity and thinness versus the pejorative meanings attributed to different types of hair.

"BECAUSE SHE'S PRETTY ...".

The beauty emerged as a primary justification of the choices girls being singled out by nine out of fourteen children. The other reasons cited by the group also fall in this category, because they identify aspects of body beauty, like the shape and color of hair and skin color that will be discussed in particular.

The beauty shows us a concern in the female ancestor, who walks the human history from antiquity to contemporary times, moving from age to age and differentiating themselves from one period to another only by the meanings and values assigned to him. Standards of beauty vary with the fashion trends, the consumer market, with religious choice, among other factors. Based on the representations made by children trying to understand the meanings of beauty in this group.

The girls' choices reflect the view of the social construction of women developed by Beauvoir (1980), where techniques of social control, conscious and unconscious, form and educate girls waiting for them only to be pretty and passive, which are the main characteristics of femininity. The images presented by the children circle for a specific beauty ideal. Some aspects were decisive in bodily images analyzed, the type of straight hair with brown and appeared in most points in a different representation of the body, other than the hegemonic standard for other schools that link as the blond color that appears in the projections of child.

"BECAUSE THE SKIN COLOR IS EQUAL TO MINE... ".

The images presented by the children showed a silencing of bodily traits distinguishing the group studied, specifically linked to skin color, since most of the students were black with curly hair. What makes us think about the projection of the children who would be at the expense of the volume of images that circulate in the media and the lack of images that have physical characteristics similar to those of children. The face was the most evident in the images presented by the children. For Le Breton (2010) the "business card of the subject." The face can make a person appear socially accepted or not, is the object of identification of the subject, in this case we see a possible relationship between the standard of beauty and the embodiment of the face.

The physical presentation of himself socially seems worth by presenting moral. An implicit system of classification based a kind of moral code of appearances which excludes, in action, all innocence. "[...] The action puts the actor's appearance under the appreciative eye of another, and especially the table of prejudice fixed beforehand in a category as social or moral aspect or detail of the dress, as well as body shape or the face. " (LE BRETON, 2009, p.78).

Of the 27 images, three children define their choices by skin color, two images of white people and one black actress. The universe of images projected by children, only four were black people, without justification was related to personal identification. The images containing black people received assignments as "because the color of his eyes is the same as mine" or "because he is bald and has white and black eye." On a sheet there were three images of black men chosen by the same child and his justification was not skin color as a signifier of their choices. What justifies the silencing of identity features discussed earlier in this article.

CONCLUSION

The body is made up from the meanings and values assigned to it, which vary according to culture and social imagination that founded the group. In Western societies, the body is the rupture between man and man, reveling in a freedom consciously act with the body and paradoxically so many stereotypes and aesthetic standards body governing a society under the aegis of consumption. The construction of self-image in the present study is reflexive ideology founded on the myth of happiness so overwhelming transmitted by the media, especially magazines, propagating images, in turn, objects of desire that has the body as the primary attribute. The media allows everyone, children and adults, the approach to the same images, symbols, signs that weave an imaginary social with similar traits who confuse the two worlds, childhood and adulthood. One of the most important aspects of the silencing was observed distinctive features of body appearance as in a characteristic of the group, which reinforce the speech imagery circulating in the media. The projection of the children involved in this project follows the model of hegemonic beauty and youth magazines, presenting the boys with an athletic profile with the justification of the choice linked to the financial issue and females presented a projection of lean women with the justification of beauty, in both cases the body pattern appears with white skin and straight hair in brown. This group showed the uniqueness in the representation of the hair, because the data gathered by researchers in other contexts are recurrent in the choice of blonde hair.

This dynamic allowed students to identify strengths in diversity body, plus a new look at yourself and about the differences that characterized the group in question. During application of the dynamics, this project aimed to bring to the school setting discussions that emerged from these students own writing body, reflecting everyday relationships that show the body as the fundamental way in building self-image.

With the intervention of the project, we realized a need to discuss such issues with these children, and reflect on the interference of body patterns in the construction of representations of the group's social imaginary. At this point it is also an urgent need for continuing education for teachers who work in public schools, focusing on the issues addressed in the project: the body, sexuality, media, consumption, gender issues, racial issues etc. Besides the importance of discussing the above issues during teacher training.

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THE RELATIONSHIP BETWEEN BODY AND MEDIA ON THE CONSTRUCTION OF SELF IMAGE OF ELEMETARY SCHOOL CHILDREN.

ABSTRACT

This study aims to examine aspects of the construction of self-image in students with an average age of 10 years, seeking to establish the relationship between representations of the body and their respective influences across different commercial media, particularly magazines. The research aims to broaden perspectives and the level of knowledge about this studied phenomena, through qualitative active research: with intervention of the researchers with the community. The comprehension of body used in this research as a synthesis of the subject, produced and meaning from the symbolism present in a society. This way, the body crystallizes and reflects the social imaginary, a position upheld by leading practices and analyses that continue to explain its legitimacy which irrefutably prove its reality (LE BRETON, 2009). Starting from this premise, it is intended to promote a critical understanding on the construction of this corporeity in childhood. The sample was comprised of 27 students, boys and girls, in their fifth year of elementary level at a public school in the city of Rio de Janeiro. The analysis was based on a dynamic in which proposed that the children chose between different styles of magazine from which they should select a picture which they identify with as similar to them or that matches their ideal self image. The choices illustrate their individual projections as being ideal in nature, rather than traces of identification with their body in reality. The projection of the children follows the model of hegemonic beauty and youth in magazines, depicting the boys with athletic profiles and girls as lean women, in both cases with white skin. The silencing of distinctive traits of body appearance characteristic of the group was one of the most important aspects observed that reinforce the hegemonic discourse imagery that circulates in the media and the inculcation of the social imaginary.

KEYWORDS: body, childhood and media.

LES RELATION ENTRE LE CORPS ET LES MEDIAS DANS LA CONSTRUCTION DE L'AUTO-IMAGE DES ENFANTS DE L'ECOLE ELEMENTAIRE.

RÉSUMÉ

Cette étude a comme objectif analyser les aspects de la construction de l'auto-image chez les étudiants âgées d'environ 10 ans, en cherchant d'établir des relations entre les représentation du corps et l'influence d'une norme de beauté qui circule dans les différentes médias, particulièrement dans les magazines. La recherche, de nature qualitative, se caractérise comme une recherche-action: à travers l'intervention des chercheurs avec la communauté nous avons l'intention d'élargir le regard et le niveau de connaissance sur les phénomènes étudiés. Nous comprenons le corps comme la synthèse du sujet, produit et doté de sens à partir du symbolisme existant dans une société, ainsi, le corps cristallise l'imaginaire social, en provocant les pratiques et les analyses qui continuent à expliquer sa légitimité, à prouver de manière incontestable la réalité (LE BRETON, 2009). Basé sur cette prémisse, nous avons l'intention de promouvoir une compréhension critique sur la construction de cette corporéité chez l'enfant. L'échantillon de cette étude est composé de 27 étudiants, entre garçons et filles, de classes de sixième d'une école publique à Rio de Janeiro. Le matériel analysé a été produit à partir d'une activité où nous avons proposé aux

enfants de choisir, parmi plusieurs différentes magazines, une image dans laquelle ils pouvaient identifier des ressemblances avec eux ou des images de gens qu'ils aimeraient être. Les choix nous ont montré les projections du groupe autour d'un idéal au détriment des traits d'identification avec la réalité corporelle. La projection des enfants accompagne le modèle de beauté et jeunesse hégémonique dans les magazines: un profil athlétique chez les garçon et des femmes minces chez les filles, dans touts les deux cas les images montrent des gens de peau blanche. L'effacement des traits distinctifs de l'apparence corporelle caractéristique du groupe a été un des aspects les plus importants observés, ce qui renforce le discours de l'imagerie hégémonique qui circule dans les médias et l'inculcation de ceux-ci dans l'imaginaire social.

MOTS-CLÉS: corps, enfance, média.

RELACIONES ENTRE CUERPO Y MEDIOS DE COMUNICACÍON EN LA CONSTRUCCÍON DE LAAUTOIMAGEN DE NIÑOS DE LA ENSEÑANZA FUNDAMENTAL

RESUMEN

El presente estudiotiene por objeto analizarlos aspectos de laconstrucción de laimagen de símismoenlosestudiantescon una aproximada edad de 10 años, buscando,asi,establecer relaciones entre lasrepresentacionesdelcuerpo y la influencia de una estandarizacíon habitual en distintos medios de comunicacíon, especialmente en revistas.La investigacíonde carácter cualitativo, se caracteriza como investigacíonaccíon: laintervencíon de los investigadores conlacomunidadtieneel objetivo de ampliar las perspectivas y elnivel de conocimiento acerca delos fenómenos estudiados.Entendemosel cuerpo como unasíntesis del sujetoproducido y significado del simbolismo presente en una sociedad, de estamanera, el cuerpo cristalizaelimaginariosocial,dando origen a prácticas y análisis que siguen explicando su legitimidad probando irrevocablemente su realidad (LE BRETON, 2009).Partiendo de esta idea, se tiene por objetivo promover una compreensíon crítica sobre laconstruccíon de esta corporeidadenlainfancia.La muestra de este estudiofuecompuesta por 27 alumnos, entre chicos y chicas, del quinto año de laenseñanza fundamental de una escuela pública enlaciudad de Rio de Janeiro. Elmaterial analisado fueproducido por medio de una dinámicaen que losniñoselegirían, entre revistas de distintos estilos, una imagenen que ellasidentificasen similitudescom ellasmismas ocomo aellaslesgustaria ser. Lasopciones nos apuntanlasprojeccionesdel grupo alrededor de un ideal, en detrimento de rasgos de identificacíonconlarealidad corporal. La proyecciónde losniñossigueel modelo de belleza y juventud hegemónico presente enlas revistas, presentandose para los chicos un perfil atlético y para laschicas mujeres delgadas, todos conpielblanca. La supresión de rasgos distintivos de laapariencia corporal característicos del grupo fueun de los aspectos más pertinentes observados que ratificanel discurso de imagen corporal hegemónico que circula enlosmedios de comunicacíon y lainculcación de estes enel imaginário social.

PALABRAS CLAVE: cuerpo, infancia y medios de comunicación.

RELAÇÕES ENTRE CORPO E MÍDIA NA CONSTRUÇÃO DA AUTOIMAGEM DE CRIANÇAS DO ENSINO FUNDAMENTAL

RESUMO

O presente estudo visa analisar aspectos da construção da autoimagem em estudantes com idade média de 10 anos, buscando estabelecer relações entre as representações de corpo e a influência de um padrão circulante nas diferentes mídias, em particular nas revistas. A pesquisa, de natureza qualitativa, caracteriza-se como pesquisa ação: através da intervenção dos pesquisadores com a comunidade pretende-se ampliar o olhar e o nível de conhecimento sobre os fenômenos estudados. Entendemos o corpo como síntese do sujeito, produzido e significado a partir do simbolismo presente em uma sociedade, desta forma, o corpo cristaliza o imaginário social, provocando as práticas e as análises que continuam a explicar sua legitimidade, a provar de maneira incontestável sua realidade (LE BRETON, 2009). Partindo desta premissa, pretende-se promover uma compreensão crítica sobre a construção desta corporeidade na infância. A amostra deste estudo foi composta por 27 alunos, entre meninos e meninas, do quinto ano do ensino fundamental de uma escola pública do município do Rio de Janeiro. O material analisado foi produzido a partir de uma dinâmica em que se propôs às crianças que escolhessem, entre revistas de diferentes estilos, uma imagem em que elas identificassem semelhanças consigo ou que elas gostariam de ser. As escolhas nos apontam as projeções do grupo em torno de um ideal, em detrimento de traços de identificação com a realidade corporal. A projeção das crianças acompanha o modelo de beleza e juventude hegemônico nas revistas, apresentando-se para os meninos com um perfil atlético e para as meninas em mulheres magras, em ambos os casos de pele branca. O silenciamento de traços distintivos da aparência corporal característicos do grupo foi um dos aspectos mais relevantes observados que reforçam o discurso imagético hegemônico que circula nas mídias e a inculcação destes no imaginário social.

PALAVRAS-CHAVE: corpo, infância e mídia.