138 - THOUGHTS ABOUT ESTHETICS PATTERNS AND LEVELS OF SATISFACTION WITH THE BODY IMAGE. DATA TO IDENTIFY INTERVENTIVE PROPOSAL IN PHYSICAL EDUCATION IN HIGH SCHOOL

JÚLIA DE FÁTIMA RIBEIRO GAMA ESP. [1,2,3];
GUILHERME GOMES CÔRTES, M. SC. [1,3,4];
ANGELO LUIS DE SOUZA VARGAS, DR. [5].
1. Universidade Estácio de Sá;
2. Centro Federal de Educação Tecnológica de Campos dos Goytacazes;
3. Aluna da Pós-graduação Stricto-senso da Universidade Castelo Branco;
4. Fundação Estadual do Norte Fluminense (FENORTE);
5. PROCIMH -RJ.
juliargam@gmail.com

1 INTRODUCTION

The worry with the stetic and satisfaction with the body image are factors that get through the human beings history, through times, giving value to such a determined perfect body stereotype, which are wanted by some subjects from social, intellectual and gender classes different.

The patterned beauty images guide the person in the sense of having a body shaped by the physical activity, plastic surgery and esthetic technology (RUSSO, 2005).

Transversal study developed with students aged from 8 to 11 from public and private schools from Porto Alegre (RS), between August and December 2001, indicates a prevalence of 82% insatisfaction with the body image among girls and 43% among boys, mainly those ones whose self-steem is low and thought about the parents` and friends` who wanted them thinner (PINHERO, GIUGLIANI, 2006).

It is also revealed in those people who go hiking, that men also want to have a stronger, large body, and with short fat percentage, while women want a thinner and less large body. As few people get a body with this dimention, the bigger parto f them shows insatisfaction with the own body image (DAMASDCENO, LIMA, VIANNA, NOVAES, 2005).

Analyzing the pieces above, it can be seen that people, from different age groups, suffer from insatisfaction with their image. Being them propably a consequence of lack of information or quetioning the same in a wrong way.

Several factors influence **in** body image formation, such as: sex, age, means of communication, body relation with cognitive processes like beliefs, values and attitud (BANFIELD; McCABRE, 2002 DAMASCENO, 2004; RICCIARDELLI; McCABE; BANFIED, 2000).

Facing so many facts that interfere in a satisfactory body image builing, it may be expected that health professionals in straight contact with questions reffering to the body and the inter-relations may comprehend and analyze in a critic way the influence of beauty stereotypes and their interference in mental, physical and social health of the subjects.

Nevertheless, in two studies involving Physical Education and Nourishment students, the reality found is not different from the ones involving children and hiking adepts previeously mentioned.

In the countryside in São Paulo, in a total of 102 students being 55 male and 47 female, average age from 18 to 32 anos, presented the existance of differences according to the gender, identifying over the female sex a changed view about the own body, which increases significantly the fear of putting on weight, enphasising social exclusion behaviors as getting rid of going to the beach with bathing suit and attending to public places for not wearing some pieces of clothes (RUSSO, 2005).

Results gotten show that such phenomenon occur in the same way among university students belonged to nourishment course, where the ideal of the thin body imposed by the society prevails over all, as the wish of going over the own body composition in order to adequate them to the social requirement (BOSi, LIZ, MORGADO, COSTA, CARVALHO, 2003)

Such data become more relevant when they are about the professionals who should be in a non-stopped exchange of knowledge about topics related to embodiment, for them to be straightly responsible for the handing of situations in need of intervention.

Facing so alarming data, this article suggests to make the teachers and the searchers think about esthetic patterns and their relation with the insatisfaction with the body image, such as, discussing the responsibility of the Phyical Education at school on the search for effective interventive processes.

hetics and embodiment.

Human, body-soul-nature and society because they come from the embodiment, a costumary being, looking for producing what allows them the accomplishment, axiotropic, what means to say the one who wants, gets and criate values.

The embodiment is responsible for investigating everything related to body-memory, body-sense, body-natural and body with special needs. (SERGIO, Manoel, 1998).

Then, it is interesting to investigate the visual language, since the pre-history as a factor of important value, developing in the ancient times to the XVI century, as a way to tell and write facts (CASTILHO E GALVÃO, 2002).

The body ornament increases the no verbal speeches and offers to the outside view the first contact with the word.

The human condition is outlined by the physical limits, and their relation about the image are hard, and the attempt to remake them under a plastic surgery comes from the wish of seducing (CASTILHO E GALVÃO, 2002).

The draws, tattoos, plastic surgeries are remakings which represent the ones` culture through the attempt to interact and put the body in a context, giving it new meanings (CASTILHO E GALVÃO, 2002).

The produced beauty still dissociated from the own body around 1910, the changes were doneas ,through external ornaments but not introduced in the body (SANT'ANNA, 2002).

The beauty symbol in French fashion in 1830 was thin body, which contrasts the conception of beauty by the Brazilians, who associate the thinness to sickness and weakness, adopting more round bodies as a synonym of beauty and power (SANT'ANNA,2002).

In 1950, the means of communication praise the beauty in all the phases and ages, it becomes a matter of wanting, which is expensive, workable and spends time (SANT'ANNA, 2002).

The last decade from XX century to the present days, the fear of showing features that mean aging, as the mass of advertisements for a thin body, with muscles out fitted interfere in the prodigious way in the satisfaction with the body levels, having a good look, not only the men but also the women, and increases with no rules the consumption in the use of cosmetic and beauty products, making this steretyped pattern as a personality sketch (GOLDENBERG E RAMOS, 2002).

Such ideas about sthetic and beautiful body, which in the past foccused on the female public, nowadays, get to men and teenagers, who intend to have a thin, young and healty appearance, in charge of dependence of anabolic steroids**,** diets and physical exercises in excess(RODRIGUES, 2002).

All this effort is somehow justified by the freedom and modification in the dressing which exposes very day more the bodies naked. Now, the nakedness is not considered as insulting as the fat, flaccid body, with grooves and stains.

According to Elias in 1990, in the Citizening Process:

"The most exposed bodies required from the men and the women a higher self control, about the pulsions of when the decorum was hidden".

So, what seems liberty is nothing else than the " citizening process ". What previously limited the body to a non-exhibition, now tell the rules for the display (RODRIGUES, 2002).

" Founded Ilusion ", as Rodrigues, citing Bourdeu, 1983, regards such reference well established by the scientific speech which promises the perfection in esthetic since that some guidances are done, being winner of all this, the cosmetic industry, diet food and the plastic surgery and " work out " market.

Physical Education at School and Intervention

The Physical Education at school, its importance and function in the educational process aim to contribute for the building of a citizen-subject able to comprehend and manage the knowledges about the own choices.

Nevertheless, how to intend an efficient intervention face to so many interferences between theory and practice?

For a better comprehension of the subject Physical Education, today, it is necessary to verify some of the concerns that basis it.

Understanding the man as a dual being and comprehending the body only about its anatomic and physiological aspects, the body is treated in Physical Education classes as a " thing " body, then worthless (Beresford, cited Moreira1991, p.37)

This phenomenon happens by the lack of identity, as the absence of systematization of the own contents. Founded to serve to ideological interests floating among several approaches that make difficult the formulation of objective that identify as a school subject.

According to Tojal, 1994, p.132, the Physical Education survives from lending of what it requires from Biologiy, Sociology and Pedagogy.

What makes the theorical-practical situation worse that guides the subject about the professional formation, which is still a coach and athlets maker.

The lack of ideological consciousness and the character aside the reproductive actuation, in pedagogical action, they reinforce the lack of efficient proposes which can modify such reality. (GRANATO, 1991, p.39, cited by Beresford.)

The external import, as the German, Swede gym system, French methodbetween the 10th and 20th decades, such as the general sport method, in the 50th and 60th decades, effectively contribute for the present reality formation, as a subject without own identity (SANTINI, 2001).

The lack of this identity is the absence of conscious since the school times of physical activities practices importance, such as the necessity of the inclusion of leisure through daily life, as motor practices and the movement are the main first steps for the formation of the subject`s embodiment and the failure in not to respond to the requirement (SANTINI, 2001)

The Physical Education practices may fund themselves in the own meaning to the reality that the student lives, searching for the interests, necessities and capacities, considering that they are imput in a society that influences in the way of living, acting and thinking (OLIVEIRA, 1987).

Being the Physical Education turned to man and comprehending it as gesture, moving, expressitivity and embodiment turned to the world that surrounds the meaning establishes by itself. (TOJAL, 1994, p.70)

But verifying a serial of incoherences and thinking of the school physical education is over all to identify it in order to propose intervention. But it is necessary to make proposals according to the school subjects interest which may be justified by its importance in people`s live and the society development.

Against this, studies done by Etchepare, Pereira and Zinn, 2003, in inicial series, identify the dissonance between the school subjects proposals and the teachers` practices, as understanding the effectivity of the previously discussed proposals depend on the teachers` consciousness, ando n all the scholar community to be changed into real actions.

Final Regards

The Physical Education at school, will only be of higher quality as a school subject, when it comprehends the need of a real link between theory and practice.

According to Pereira, 2000, the physical exercise understood as a pedagogical act will exist only when spaces are open for explanations, questions, discussions, readings and other ways of dealing with the continuous knowledgement in the motor world, what will, obviously, demand from the professionals critic capacity and cognitive elements worked in university courses as sociology, history, biomechanic, physiology, politics and pedagogy, such requirement will make unable the action of non-professionals and curious people in the development of such profession.

The continued education as an object of a permanent Physical Education becomes relevant, considering that the bigger part of the human being consists of adult life (PEREIRA, 2000)

Foccusing on the health and leisure, it is based on the autonomy created through the link knowledge pleasure for a critic action in the society in a perennial way.

But, such objective is developed only by the school if it imputs optimized pedagogical practices also pleasure, what requires antropological and knowledgements.(PEREIRA,200)

Studies to test the aquisitions about Physical Education at school through an individual test, with three themes: history and society, day by day and life quality, physical exercise, sport and physiology, where 280 students were evaluated, average of age 17,7 years, 169 young women and 111 young men, from the last level of high school from 11 cities from Rio Grande do Sul, varying from 0 to 10, the higher mark was 7,5 and the shorter 0,5, with 15,36% of them over 5,0. It can be concluded that students show cognitive fault finishing high school with unknowledgements close to the lack of information about politics and culture, without assimilating in a critic way of physical culture at school or out of it, what makes difficult the guidance for the permanent physical exercise (PEREIRA,2000)

In a perspective that meets the Physical Education for the life, it is understood that the results above are a reflex of an action dissociate from the school and education objectives.

Analysing the Physical Education in high school, it is found in codes and languages areas among other school subjects like in all, people intend to continue the sequence of what had been worked during the first school levels, nevertheless, they face two different situations, one of them is the lack of Physical Education during the first levels; another is when the children live it and wait for it to continue during the high school.

The same use of methodology had been observed, i. e., basic execution followed by game situations and, only at some schools, they dive under game tactics (MATTOS E NEIRA, citing Moreira, 1993).

Contents reffering to the person`s embodimet and their social relations can and must be worked during high school, in order to affirm necessary discussions to stimulate the search for the self acknowledgement and getting new ones that lead to questioning the present situation of setting a unique beauty pattern.

Gymnatic and game practices that close experiences and senstions for a better recognition of the possibilities and limits

and the freedom from a self pictured high weight to an esthetic outline of stereotyped patterns.

REFRENCES

BERESFORD,H. Uma visão sobre o valor da Educação Física Curricular, a partir de perspectivas imaginárias e ideológicas,2002.Revista Paulista de Educação Física.SP.

BOSI.M.L.M;MORGADO.C.M.C;COSTA.M.L.S;CARVALHO.J.R.Autopercepção da Imagem Corporal entre estudantes de nutrição:um estudo no município do Rio de Janeiro.J.Brasileiro de Psiquiatria,ss:108,113,2006.

DAMASCENO.V.O;LIMA.J.R;VIANNA.J.M;VIANNA.V.R.A;NOVAES.J.S. Tipo físico ideal e satisfação com a imagem corporal de praticantes de caminhada.Revista brasileira de medicina no esporte-vol.11,n° 3,maio/junho,2005.

ELIAS, N. O processo civilizacional. Lisboa: Publicações Dom Quixote, 1989

GOLDENBERG, M. Nu e vestido. Rio de Janeiro: Record, 2002.

MATTOS E NEIRA.A Educação Física na adolescência:Construindo o conhecimento na escola.Phorte Editora.2002.

OLIVEIRA. Rodrigues. Luiza;O sujeito como interface na escola que reproduz e que transforma,2003.Tese de doutorado em Educação,Faculdade de Educação de São Paulo.

OLIVEIRA.V.M..O que é Educação Física/ed.Brasiliense,1996.

PEREIRA.Flávio: Nível médio de Ensino,Educação Física e conhecimento.2000.Revista Paulista de Educação Física,SP.

PINHEIRO,.Andrea Polyastro;GIGLIANI,Elsa Regina Justo,.Body dissatisfaction in Brasilian School children prevalence and associated factors.Revista de saúde pública junho,2006.

RUSSO.R. Imagem corporal: construção através da cultura do belo.Movimento e Percepção, Espírito Santo do PinhalSP.v5.n6.2005.

SANTANA.Denise.Bernuzzi.Corporeificando o mundo:enredos e percalços de uma subjetividade à flor da pele.2002.

SERGIO, Manoel, Um objeto de estudo: A Motricidade Humana,Papirus,1998:Campinas,SP.

THOMAS,J.R, E NELSON, J.K. Metodos de Pesquisa em atividade Física.3ª. ed.porto Alegre: Artmed.2002.

TOJAL,JB. Motricidade Humana: o paradgma emergente.Campinas: Unicamp,1994.

VIEIRA.F.R.Efeitos da Atividade Física em academias na imagem corporal de obesos,2004.

R. Domingos Viana ,138 / 202
Parque Califórnia , Campos dos Goytacazes
CEP :28013-085
Tel: (22) 27334367 / (22) 99151009
juliargama@gmail.com

THOUGHTS ABOUT ESTHETICS PATTERNS AND LEVELS OF SATISFACTION WITH THE BODY IMAGE. DATA TO IDENTIFY INTERVENTIVE PROPOSAL IN PHYSICAL EDUCATION IN HIGH SCHOOL

ABSTRACT

The levels of insatisfaction with the body image, are surely related to the beauty patterns exposed by the media, the search for the “worked out” body becomes to compulsion, in the search for the ideal anatomy (LABRE, 2002). The worry about the stetic and the satisfaction with the body image are factors that get through the human beings history, through the times, giving value to such a determined perfect body stereotype, which are wanted by some subjects from social, intellectual and gender classes different.

This search aims to propose the thoughts of teachers and searchers about real esthetics patterns and levels of insatisfaction with the body image, just like discussing the responsibility of Physical Education at school, trying to get efficient interventive processes, through the literary review analysis. KEY-WORDS: Esthetics, Body Image, School Physical Education

DES RÉFLEXIONS SUR DES NORMES ESTHÉTIQUES ET LES NIVEAUX DE SATISFACTION AVEC L'IMAGE CORPORELLE. DONNÉES POUR L'IDENTIFICATION DE PROPOSITION ACTIVE DANS L'ÉDUCATION PHYSIQUE SCOLAIRE AU LYCÉE

RESUMÉ

Les niveaux d'insatisfaction avec l'image corporelle, certainement sont rapportés aux modèles de beauté exposés par la média , la recherche du corps parfait devient obsession quand on cherche une anatomie idéale (LABRE, 2002). Le souci avec l'esthétique et la satisfaction avec l'image du corps, sont des facteurs qui traversent l'histoire des êtres humains, à travers les temps, valorisant un certain stéréotype de corps parfait, qui est suivi par les personnes de différentes classes sociales, intelectuelles et aussi de différents types.

Ce travail a le but de proposer aux educateurs et aux chercheurs de réfléchir sur les normes esthétiques actuelles et les niveaux d'insatisfaction avec l'image corporelle, et aussi discuter la responsabilité de l'Éducation Physique scolaire en cherchant des méthodes actives efficaces, à travers l'analyse de la révision littéraire. MOTS-CLES : esthétique, image corporelle, , Éducation Physique scolaire.

REFLEXIONES RESPECTO A PADRONES DE ESTÉTICA Y NIVELES DE SATISFACCIÓN CON LA IMAGEN CORPORAL. REGALADO PARA IDENTIFICACIÓN DE PROPUESTA INTERVENTIVA EN LA EDUCACIÓN FÍSICA ESCOLAR EN EL ENSEÑANZA MEDIDA

RESUMEN

Los niveles de insatisfación con la imagen corporal, ciertamente están relaccionados a los modelos de belleza expuestos por la midia, en busca del cuerpo “trabajado” tranformanse en compulsión, en busca de una anatomía ideal (LABRE, 2002). La preocupación con la estética y la satisfación con la imagen del cuerpo, son factores que **permeyan** la historia de los seres humanos, a través de los tiempos, valorizando un determinado estereotipo de cuerpo perfecto, que son deseados por las personas de clases sociales, intelectuales y géneros diferentes.

Este estudío propone una reflexión de educadores y pesquisadores respecto a los padrones estéticos actuales y los niveles de insatisfación con la imagen corporal, así como discutir la responsabilidad de la Educación Física escolar en la busca de procesos interventivos efectivos, a través de la análise de revisión literária.

PALABRAS-LLAVES: Estética, Imagen corporal, , Educación Física Escolar

REFLEXÕES SOBRE PADRÕES DE ESTÉTICA E NÍVEIS DE SATISFAÇÃO COM A IMAGEM CORPORAL. DADOS PARA IDENTIFICAÇÃO DE PROPOSTA INTERVENTIVA NA EDUCAÇÃO FÍSICA ESCOLAR NO ENSINO MÉDIO

RESUMO

Os níveis de insatisfação com a imagem corporal, certamente estão relacionados aos modelos de beleza expostos pela mídia, a busca do corpo “sarado” tranforma-se em compulsão, na busca de uma anatomia ideal (LABRE, 2002). A preocupação com a estética e a satisfação com a imagem do corpo, são fatores que permeiam a história dos seres humanos, através dos tempos, valorizando um determinado estereotipo de corpo perfeito, que são perseguidos pelos indivíduos de classes sociais, intelectuais e gêneros diferentes.

Este estudo consiste em propor a reflexão de educadores e pesquisadores sobre os padrões estéticos atuais e os níveis de insatisfação com a imagem corporal, assim como discutir a responsabilidade da Educação Física escolar na busca de processos interventivos efetivos, através da análise da revisão literária. PALAVRAS-CHAVES: imagem corporal, estética, Educação Física Escolar.