11 - CONCEPTIONS OF BODY AND THE PRACTICE OF PHYSICAL ACTIVITIES: A FOCUS FOR DEFICIENT BODY

SILMARA ELICE RENNER MATTHES, SIMONE TERESINHA MEURER, LUCIANA ERINA PALMA.
Universidade Federal de Santa Maria, Santa Maria, Rio Grande do Sul, Brasil.
simonemeurer@yahoo.com.br

Initial Contextualization

It is believed that the focus and the valorization to the body have been increasing vertiginously in the last decades. The concern with the health as elements of physical, mental and social well-being and also with the corporal aesthetics created in the Brazilian society a powerful industry of the body that incorporated progressively in everyday and in the culture of that society through the communication means, radically changing their habits.

Before of that new individual behavior and social, new lifestyles incorporate to the Brazilian society, generating new concepts and new concerns with the body. And, in this context, the professional of Physical education conquers a significant space.

Associated to this new context, it is noticed that the Physical Education also incorporated a series of prejudices in relation to the types of bodies that are appropriate and welcome, being framed in this group those considered "normal", in other words, those who don't present significant motor limitations. Consequently, the bodies characterized as deficient, a lot of times are excluded and left apart when it is spoken in practice of physical activities.

Physical education and body are terms intimately linked. It is considered that the body constitutes, together with the movement, the raw material of the Physical Education and like this, in the present study, it was had as base the investigation of the Federal University of Santa Maria (UFSM/RS), Physical Education academics' conceptions of body concerning the identification of the conceptions of the perfect, healthy and deficient body related to the physical activity. In agreement with Vargas (1990), the body suffers a series of repressions through prejudices, social norms, etc. Having a body is not enough, it is necessary that he is involved by all of the rites and myths that make us feel that we belonged to a certain class, society or nation.

According to Freitas (1999), approaching the subjects that involve the body detaches that the individual is more worried about to have a body that rarely notices that he is a body. It is inside of this same conception Lüdorf (2005) presents the body object, in other words, something that have our disposition, could mold it in agreement with the intentions and focuses of the moment, forgetting that this is replete of significances and it is going a lot besides its appearance.

Lüdorf (2003) states that there are many forms the physical education can be treated, it treats and it is treating the body. These variations find explanations, not always conclusive, in the several suffered influences, as well as in the different historical-political-social context of each time.

The influence doctor-hygienist or biological emphasized the search of the healthy body, with good hygienic habits and free from diseases. The militarist tendency contributed to the constitution of the disciplined body, submissive to orders, physics and morally capable. The bio-psychological way of thought, reinforced mainly by the incorporation of the speeches of Psycho-mobility, it detaches the psychomotor aspect of the development of the body, in articulation with the cognitive and the affectionate. The sport influence constitutes one of the most significant because of the world projection reached by the sporting phenomenon. In this, the body strong, fast, agile, winner is privileged and, above all, competitive. Finally, it suffers the influence of the critical conceptions of the Education, which attempt the body citizen's formation, critical, autonomous and politicized (Lüdorf, 2003).

It is believed in the importance of bringing present for the stances of the graduation discussions and knowledge around the body conceptions, because the way as it is understood and conceives the body interferes directly on the form he/she works her with this body. It stands in an important position when having conceptions strictly linked to the aesthetics, the look and biological aspects can interfere negatively in the relationships with bodies considered "different", and in this adjective the deficient bodies or the people's bodies are framed with deficiency.

It intends to urge discussions to perform a critic and competent Physical education professional's formation, capable to work in all areas of performance of the Physical education, respecting the human differences and accomplishing a quality work intending so much to allow the professionals' of Physical education performance to urge all of the types of bodies, to its way, through the physical activity, looking for improvements in the health and life quality as a whole.

Therefore, it is taken as a starting point to urge these relationships in the space of a degree course, considered 'an important space for the construction of the theoretical-practice background that will subsidize teacher's performance' (Lüdorf, 2003).

Although this study tends to be concentrated in the degree course, the importance of this extends for all areas of the Physical education, because the presence of bodies with physical deficiency happens so much at the school, as in the other areas of performance of the Physical education: academies, clubs, etc., a need of professionals who know how to visualize and to maximize all and any possibilities of practice of existent physical activities.

METHODOLOGY

An open form of four subjects was applied to academics of the course of Physical education - Federal University of Santa Maria. This course is in its initial period, tends only three semesters in process. It was selected in a random way a sample of 42 academics.

The answers of the questionnaires were analyzed individually and separately in semesters, and to interpret the data on the researched phenomenon, it was fallen back upon the research of qualitative approach. According to Flick (2004) the qualitative methods consider the researcher's subjectivity and of those that are being studied. The researchers' reflections / impressions on the collected data are given in themselves and they constitute part of the interpretation.

It was chosen the Analysis of Content of Bardin (1977) for the analysis of the results of this study. Of agreement Bardin (1977, p. 38) the Analysis of Content is "a group of techniques in analysis of the communications, that uses systematic procedures and objectives of description in the content of the messages". Para that Simões (1994) it proposes that she should observe in the texts the wealth of ideas, so that, starting from some verbs and key words, to identify and to punctuate the terms of larger meaning to find the answers to the doubts.

Soon afterwards the analysis categories were created, entitled of "biological conceptions", "intermediate conceptions" and "socio-cultural conceptions", which theoretical background are based on Lüdorf (2003) in order to make the analyses and discussions, trying to reveal answers to the generating questions.

RESULTS AND DISCUSSIONS

The questionnaires were classified in agreement with an analysis based in Lüdorf (2003), and the classifications of the

answers started from key words that addressed the classification in the analysis categories.

It was accomplished an individualized analysis of each questionnaire, divided per semester and, later in a united way, in order to detach the key words, to classify them in agreement with the categories and to interpret the message, making possible like this, in first moment, to present quantitative indexes.

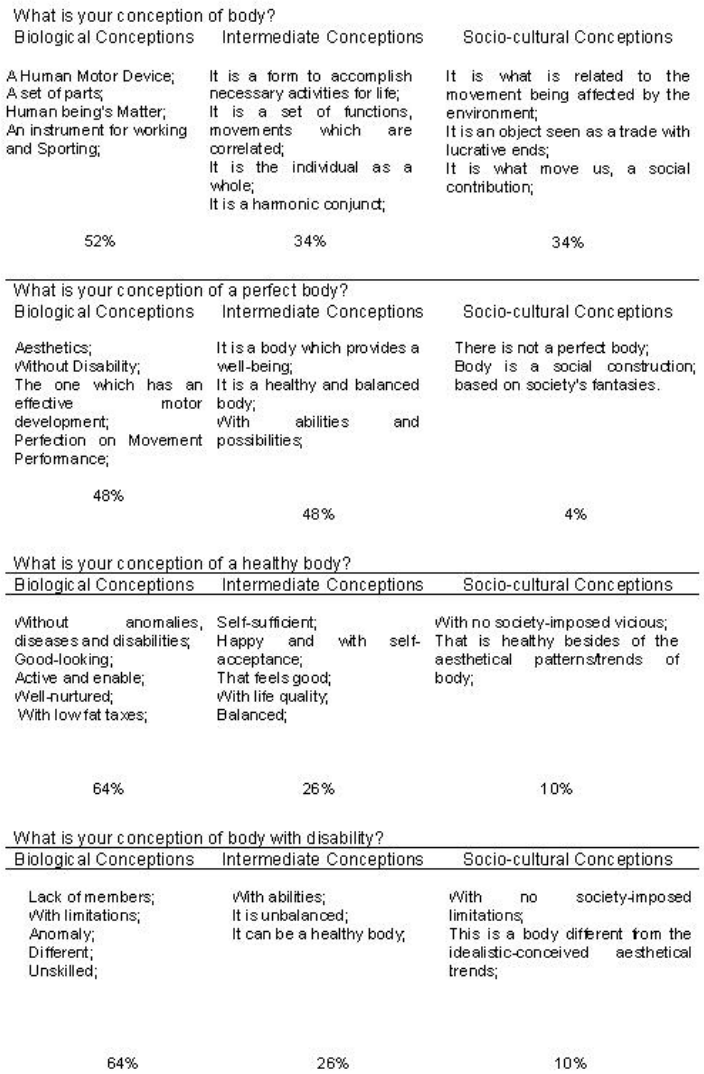
The following data presented the indexes of the three researched semesters in a united way, and the differences and inferences are pointed later.

Starting from the classifications of the answers in categories, it was possible the construction of the picture 1, where the Education Physics-Major/UFSM academics' conceptions in relation to the body can be visualized in a clear way.

The main focus of this study was the conceptions on deficient body, for such, a differentiated way was selected, initially identifying the conceptions on body upon a general extent, later the conceptions on healthy and perfect body and, finally, in a direct way, the conceptions on deficient body. Thus, it was possible to obtain answers in a progressive way, explaining and ratifying the conception in each one of the answers, also giving more credibility to the data.

The category called "biological conceptions" embraces the understanding of the body in a reductionistic way, especially seeking technical, biological and external aspects. The already mentioned "socio-cultural conceptions" would contain a critical vision of the body and its relationship with society tends this body to a role to perform in the ambient in which it is inserted. In this category they were also included all conceptions which criticized the patterns and socially- imposed prejudices. In the category "intermediate conceptions", were presented conceptions and they understand the body as a whole (body-mind) and still, they were included the conceptions that consider the body like a harmonic/balanced group as healthy, however, disrespecting the socio-cultural aspects that mark it and their influence.

Picture 1. Body Conceptions presented by the academics.



Considering the indexes above presented, it identifies that there is still a predominance of biological conceptions, in other words, the body is understood as a group of parts (of muscles, bones and articulations), limited to the epidermis, and with this body, the teacher of Physical education would assume a paper of instructor of abilities, trainer and molder of musculatures. As it was exposed by Lüdorf (2003), all these conceptions are related to the historical path of how the body was and has been approached by the Physical education.

The identified data is also regarded to Lüdorf's assertion (2005) that, due to the valorization of the body in a biological perspective, he affirms that this is not an innovation in relation to the context of the Physical education. The author asserts that "the valorization could be interpreted as the crystallization of the already mentioned biological tendency, from about one and a half decade, when the Physical education would be restricted to the physicist's education and of the body under biological optics" (p. 05).

It is of great importance the issue regarding the item perfect body. It is known that the Physical education inside of a conception of common sense is linked with aesthetic subjects of the body, being understood as a responsible area by modeling bodies, excluding bodies that difficultly or in any way is able to change externally, as it happens with bodies with deficiency. However,

in relation to the exposed above, the academics of Physical Education has become more critically on this theme. It can be identified that the conceptions of perfect body were besides aesthetic appearance, opposing the hypothesis that perfect body would be linked with aesthetics predominantly, because more than 50% of the analyzed conceptions considered the perfect body as being the healthy ones, in harmony in the bio-psycho-socio-physiologic dimensions and that possess capacities and possibilities. Inside of this percentage, they are also included, the conceptions that criticized the corporal models considered as perfect and imposed socially.

It is pointed out an interesting and motivating aspect. Comparing the indexes of punctuations of the different semesters, it was identified a decrease of conceptions strictly related to the biological body, and it increased the indexes significantly with the continuity of the semesters of course that punctuated the body presented as intermediate and socio-cultural. When asked on how they conceive the body, the answers were framed inside of the category "biological conceptions": 64%, 58% and 37,5% regarding the 1st, 2nd and 3rd semesters respectively. In the subject that investigated about the conception of perfect body, it was obtained the following indexes classified in the category "biological conceptions": 57%, 55% and 31% regarding the 1st, 2nd and 3rd semesters respectively. On deficient bodies, the conceptions inside of this same category, they were: 78%, 75% and 50%, in this order, regarding the 1st, 2nd and 3rd semesters. It is inferred that the discussions and knowledge approached in elapsing of the course are interfering positively in the academics' conceptions of Degree in Physical Education/UFSM.

However, it stands out that are necessary initiatives that group present reflections concerning the body, second this understanding that Libâneo (2001) presents:

> Há uma dimensão pedagógica da Educação Física em todos os lugares em que ela acontece: nas escolas, nos clubes esportivos, nas academias de ginástica, no turismo etc. tais atividades físicas e esportivas implicam uma ação pedagógica: na explicitação de objetivos sócio-políticos e pedagógicos, na condução pedagógica da formação física, no sucesso escolar que os alunos demonstram nas atividades físicas (p.5).

Also Lüdorf (2003) detaches that the professional's reductionism view on the body needs to be overcome towards educator's posture, in addition, that would be prepared to assist and to insert inside of the physical activity all bodies to leave of that moment the professional independent of any biological characterization.

The deficient body was linked intensely to the "lack of parts, the incapacity, the different and also less skilled", being also the disabled body the one that was more identified with biological aspects in relation to the others (perfect and healthy). When these concepts are took for a performance with the disabled bodies, it will difficultly settle down a constructive relationship, and these are limited to biological aspects and there are disrespect concerning the cultural path of this body, also endowed with possibilities and needs of, through the physical activity, to benefit of its health.

Gaio (2006, p. 161) presents an understanding that comes together the statement above:

> Às vezes somos corpos deficientes na sua construção biológica, porém capazes na nossa corporeidade, realizando movimentos diversos e intencionais, explorando nossa motricidade em diversas atividades, conscientes da existência social e cultural do ser humano, e eficiente em diversas tarefas para as quais a vida social organizada nos fornece espaço para participar, como no trabalho, a escola, o lazer e outros.

The people's great majority with deficiency do not frequent academies, clubs and classes of Physical education because the society usurped of these people these rights, and no because they are unable. That they are capable, there is no doubt, but it is necessary the professional of Physical education to be capable to work with the human diversity and that she understands the body besides the biological perspective. To understand it as subject, citizen as totality is one of the great challenges so that the disabled bodies in fact can be included in different manifestations of physical activities.

FINAL CONSIDERATIONS

With the identified data in this study, it can be considered that the body is still being understood inside of a biological perspective by the academics of the course of Physical Education - Major Degree/UFSM, however, it can be observed that the course of Physical education is contributing positively in the conceptions of the academics' body, and they were noticed differences among the conceptions of the different semesters, indicating that academics in the most advanced semesters are with conceptions less linked to biological aspects.

It can be detached that the way as the body is understood interferes directly on the form that the body is treated and worked out. Likewise, it intended to focus in the subject of the disabled body, that, inside of a biological perspective it is disabled, it has limitations and difficulties, however, if understood in a more subjective way and inserted inside of the socio-cultural conceptions, this same body starts to be endowed with possibilities and capable to practice physical activities.

As professionals of an area that works directly with the body should invest more and more in subjects that approach this theme, once, there is preparation need to understand, to accept and to assist in an efficient way all of the bodies independently of their biological marks, giving them opportunities and maximizing their possibilities and capacities of accomplishing a physical activity.

REFERENCES

FREITAS, G. **O Esquema corporal, a imagem, a consciência corporal e a corporeidade**. Ijuí: Unijuí, 1999.

GAIO, R. **Para além do corpo deficiente: histórias de vida**. Jundiaí, SP: Editora Fontoura, 2006.

LÜDORF, S. M. A. A prática pedagógica do professor de Educação Física e o corpo de seus alunos: um estudo com professores universitários. In: **Pensar a Prática**. Goiás (UFMG), v.8, n.2, 2005.

_____. Concepções de corpo na graduação em educação física: um estudo preliminar com professores. In: **Lecturas**: Educación Física y Deportes, Revista Digital. Buenos Aires, v. 9, n. 66, nov, 2003.

LIBÂNEO, J. C. A prática pedagógica da Educação Física nos tempos e espaços sociais. **Revista Brasileira de Ciências do Esporte**, Florianópolis, CD-Rom (Anais XII Conbrace), 2001.

VARGAS, A. L. S. **Educação Física e Corpo: a busca da identidade**. Rio de Janeiro: Sprint, 1990.

BARDIN, L. **Análise de conteúdo.** Lisboa: Edições 70, 1977.

FLICK, U. **Uma introdução à pesquisa qualitativa**. Porto Alegre: Bookman, 2004.

VALLA, D. C. M. &.PORTO, E. T. CORPOREIDADE E BAILARINOS DE DANÇA IRLANDESA. **4º Congresso Científico Latino-Americano de Educação Física - FACIS/UNIMEP.** Piracicaba/SP, CD-Rom (Anais do evento), 2006.

Centro de Educação Física e Desportos
Universidade Federal de Santa Maria, 1000.
Faixa de Camobi, km9 - Campus Universitário. Santa Maria/RS.
Cep 97105-900
e-mail: simonemeurer@yahoo.com.br ou silmaramatthes@yahoo.com.br
fone: (55) 81255780 ou (55) 99226765

CONCEPTIONS OF BODY AND THE PRACTICE OF PHYSICAL ACTIVITIES: A FOCUS FOR DEFICIENT BODY

Abstract

The present study had as objective analyzes Physical Education - Major Degree of Federal University of Santa Maria/RS academics' conceptions concerning body and deficient body. Open questionnaires were used, applied to forty-two academics of the three semesters of the referred course. For the analysis of these questionnaires, it was used the research of qualitative approach through the analysis of Content of Bardin (1977). The categories of analysis were based in Lüdorf (2003). It was Identified that the body is still being scoped inside of a biological perspective, however, it can be visualized that the course of Physical education is contributing positively in academics' conceptions of body and they were noticed differences among the conceptions of the different semesters, once the academics' conceptions of the most advanced semesters were less linked to biological aspects. It stands out that the way as the body is understood, it interferes directly on the form that this body is treated and worked. Likewise, it intended to focus the subject of the body with physical deficiency, that, inside of a biological perspective it is disabled, it has limitations and difficulties, however, if understood in a more subjective way and inserted into socio-cultural conceptions, this same body starts to be endowed with capacities, with possibilities and spaces inside of all of the areas of the Physical Education. As professionals of an area that works directly with the body, they should to invest, more and more, in subjects that approach this theme, once, there is a need to understand, to accept and to assist in an efficient way all sorts of bodies, independently of their biological marks and then, give the opportunity to everyone to the search of the physical activity in benefit of health and life quality.

Keywords: body conceptions, deficient body, physical education.

CONCEPTIONS DE CORPS ET LA PRATIQUE DE ACTIVITÉS PHISIQUES: LES CORPS DÉFICIENTS EM ÉVIDENCE

Resumé

Cet étude a eu comme objectif analyser les conceptions de corps et corps déficients de étudiants de la faculté de Education Phisique de l´Université Federale de Santa Maria/RS. Questionnaires ouvertes ont été utilises et apliqués à quarente et deux étudiants des trois semestres de Education Phisique. Pour analyser les questionnaires, on a recouru à la recherche de l´abordage qualitative à travers de l´analyse de Contenu de Bardin (1977). Les catégories de analyse ont été fondés en Ludorf (2003). On a identifié que le corps encore est entendu dans une perspective biológique, mais, on peut visualiser que la faculté de Education Phisique vien à contribuer posivement avec les conceptions de corps des étudiants des semestres plus avancés. Ils ont été moins vinculés à aspects biologiques. La maniére comme le corps est entendu interfere directement sur la forme lequel se traite avec ce corps. Ainsi, on a eu l´intention de mettre em lumiére la question du corps avec déficience lequel, dans une perspective biológique est déficient, il a des dificultes, mais, se il est entendu de manière plus subjective et il est mis dans lês conceptions sócio-culturels, ce même corps passe a être dopté de capacites, avec possibilites et espaces dans toutes les aires de l´Education Phisique. Dans la profession que travaille directement avec le corps, on doit, de plus em plus, investir dans les questions que abordent ce theme, une fois que, il y a la besoin de préparatioon pour comprendre, pour accepter et être attentif de manière efficient touts les corps, indépendant de ses traces biológiques et, ainsi , opportuniser tous dans la cherche de l´activité phisique em bienfait de la santé et de la qualité de vie.

Mots-clés: conceptions de corps, corps déficients, Education Phisique.

LAS CONCEPCIONES DE CUERPO Y LA PRÁCTICA DE ACTIVIDADES FÍSICAS: UN ENFOQUE PARA LOS CUERPOS CON DEFICIENCIA

Resumen

Este estudio tuvo como objetivo analisar las concepciones de cuerpo y cuerpo deficiente de los académicos del curso de Educación Física - Licenciatura de la Universidade Federal de Santa Maria/RS. Fueron utilizados cuestionarios aplicados a cuarenta y dos estudiantes de tres semestres del curso ya mencionado. Para el análisis de estes cuestionarios se utilizó una investigación de abordaje cualitativo por medio del análisis de contenido de Bardin (1977). Las categorias de análisis fueron fundamentadas en Lüdorf (2003). Se identificó que el cuerpo todavía es comprendido bajo una perspectiva biológica, sin embargo, se puede percibir que el curso de Educación Física viene contribuyendo positivamente en las concepciones de cuerpo de los académicos, siendo que fueron apuntadas distinciones entre las concepciones de los tres semestres: las visiones de los estudiantes de los semestres más adelantados fueron menos arraigadas a los aspectos biológicos. Merece importancia el hecho de que la manera como se comprende el cuerpo interfiere directamente sobre la forma de lidiarse con este cuerpo. Así, se buscó enfocar la cuestión del cuerpo con deficiencia, que bajo una perspectiva biológica es deficiente, presenta limitaciones y dificultades, pero, si visto de forma más subjetiva e inserido dentro de las concepciones socio-culturales, este mismo cuerpo pasa a ser portador de capacidades, lo que le da oportunidades dentro del área de la Educación Física. Como profesionales de un campo que trabaja directamente con el cuerpo, devemos investir mucho más en cuestiones que aborden esta temática, una vez que hay la necesidad de una mejor formación para comprender, aceptar y atender de manera eficiente, a todos los cuerpos, independentemente de marcas biológicas, y así, dar oportunidad a todos los que buscan las actividades físicas para mejorar la salud y la calidad de vida.

Palabras-clave: concepciones de cuerpo, cuerpo deficiente, educación física.

CONCEPÇÕES DE CORPO E A PRÁTICA DE ATIVIDADES FÍSICAS: UM ENFOQUE PARA OS CORPOS COM DEFICIENCIA

Resumo

O presente estudo teve como objetivo analisar as concepções de corpo e corpo deficiente de acadêmicos do curso de Educação Física - Licenciatura da Universidade Federal de Santa Maria/RS. Foram utilizados questionários abertos, aplicados a quarenta e dois acadêmicos dos três semestres que o referido curso oferece. Para a análise destes questionários, recorreu-se à pesquisa de abordagem qualitativa através da análise de Conteúdo de Bardin (1977). As categorias de análise foram fundamentadas em Lüdorf (2003). Identificou-se que o corpo ainda está sendo compreendido dentro de uma perspectiva biológica, porém, pode-se visualizar que o curso de Educação Física vem contribuindo positivamente nas concepções de corpo dos acadêmicos, sendo que foram percebidas diferenças entre as concepções dos diferentes semestres, uma vez que as concepções de acadêmicos dos semestres mais avançados, foram menos vinculadas a aspectos biológicos. Destaca-se que a maneira como se compreende o corpo, interfere diretamente sobre a forma que se trata e lida com este corpo. Assim, pretendeu-se enfocar a questão do corpo com deficiência, que, dentro de uma perspectiva biológica é deficiente, tem limitações e dificuldades, porém, se compreendido de forma mais subjetiva e inserido dentro das concepções sócio-culturais, este mesmo corpo passa a ser dotado de capacidades, com possibilidades e espaços dentro de todas as áreas da Educação Física. Como profissionais de uma área que trabalha diretamente com o corpo, deve-se, cada vez mais, investir em questões que abordam esta temática, uma vez que, há necessidade de preparação para compreender, aceitar e atender de forma eficiente todos os corpos, independentemente de suas marcas biológicas e assim, oportunizar todos na busca da atividade física em benefício de sua saúde e qualidade de vida.

Palavras-chave: concepções de corpo, corpo deficiente, educação física.