82 - REPRESENTATION SCHEME SELF-IMAGE AND BODY IN CHILDREN OF A PUBLIC SCHOOL OF FORTALEZA

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INTRODUCTION

The interest in research on body image emerged among neurologists in the early twentieth century. The term body image emerged through research related to biomedical, considering the biological body and having as support the notion of body schema suggested by the British neurologist Henry Head. Only incorporated aspects of stamp affective and social studies from the doctor, psychiatrist and Austrian philosopher Paul Schilder that in 1923, to indicate both the conscious and unconscious representations of body position in space, took into account the physiological aspects and social (COSTA, 2013).

Psychomotor is a science that studies the man through his body and movement. The Psychomotor has its foundations in seven factors Psychomotor: tonicity, balance,laterality, Space Temporal Structuring, Global Praxis, Praxis Slim and Body Concept. These reorganize into 27 subfactors. We will address the following topic factor Notion body, as it is the main factor in our study, which is also divided into five sub-factors, they are: coenesthetic sense, recognition right left, gestures imitation, self-image and body design. Of these, we will address the last two to be the best sub-factors that compose the body representation, as the self-image is the image connotative and drawing, the image denoting the body.

Through the notion of the body the child recognizes your body, called parts of it and communicates with the environment, with others and with yourself Fonseca (1995). The self-image can book the facial component of the notion of the body, its location and tactile- kinesthetic differentiation, such as directionality, consciousness intra and extra body and harmony and eumetria movements in space immediately surrounding the body (Fonseca, 1995).

The relationship between body structure (body design) and psychological (self-image and body image) of these individuals and the society in which coexist complement each other, making the body a better knowledge of the possibility of transformation of mental health and social relationships (COSTA, 2013).

The application of the proof body design is one of the most important clues and research, in that it provides us with elements related to the integration of body experience and its impact and significance in developing the child's personality (Fonseca, 2008).

Body image is the mental representation of one's body and how it is perceived by the individual, so that the image covers the senses, the ideas and feelings related to the body. Emphasizes the importance of observing how psychological experiences are part of the physiological and also reflect the biological human body (SCHILDER, 1999).

As this study we limit the age of four to six years, Le Boulch (1980) helps us to understand, by means of features, from four to six years the child begins to have a greater control over the body and styling parts body favoring awareness which involves a more accurate perception of self.

We decided to undertake this research we act in Physical Education for Children and realize the difficulty that students had in relation to the construction of self-image, the body representation in the limited role and relationship of the body with the environment to which it is inserted.

So by the above, we formulate the question of investigative activity: What is the profile of the notion of the body of children of a public school in Fortaleza?

The aim of this study was to identify the profile of the notion of the body of children aged four to six years old. And the specific objectives were to detect the degree of integrated knowledge that the child has his body, identify the notion of facial self-image as a component of the notion of the body and placing an objectification of the body representation (representation of the design of the body).

METHODOLOGY

This research is characterized as exploratory descriptive than for Blexer; Mattos; Rossetto Jr. (2004), she becomes familiar with the phenomenon and obtain a new response to their respect describing characteristics, properties or relations in the group or reality studied.

The survey was conducted in school Municipal Center for Education and Health Project Source, headquartered in Fortaleza Ceará, Campo MaiorStreet,ParqueDoisIrmãos. The subjects were students who attended the Preschool Early Childhood Education. The sample contained a total of thirty (30) children aged four to six years should have parental consent, the sample selection was random and independent of sex.

Was used as a tool to Psychomotor Battery BPM - Fonseca (1995) to evaluate the profile of the Concept of Body and their sub-factors: self-image and body schema. The choice of data collection instrument was justified by the fact that a relatively economical, simple standardization and record results, and ensure the anonymity of the subjects.

The tests were conducted from Monday to Friday in the afternoon throughout the month of November 2012. Total of 30 test sections lasting 50 minutes each, students were assessed individually. In proceeding of the tests were recorded the results and observations of the profile of the notion of the body individually for each participant.

Tests of psychomotor profile of self-image and body design are shown below (FONSECA, 1995) : the test of the child self-image, eyes closed, arms in lateral extent, hands flexed and extended their indicators, should hold a slow bending the arm to touch the tips of your index fingers to his nose. The task should be performed four times, twice with each hand. The price of the test self-image is as follows:

-4 points if the child plays four times just the tip of the nose, with Middleweight movement,precise and melodic;

-3 points if the child fails once or twice while maintaining a proper movement and controlling dysfunctional without showing other signals;

-2 points if the child hits a time or two (up or down, left or right) the tip of the nose, movements and dismétricos hyper controlled, showing slight signs disparate in terms of lateralization;

-1 if the child does not hit or if hit once the tip of the nose (significant deviations up or down, left or right) with dismétricos

movements and tremors in the final stage, showing clear signs of dysfunctional knowledge of the body.

The test procedure the body design was the following: the child was asked to draw your body the best I knew. The child should draw a normal sheet and dispose of time required to perform the drawing.

The quote was:

-4 points if the child makes a drawing graphically perfect, providing rich, in a smaller anatomical by age within the parameters of the scale with correct spatial arrangement ;

-3 points if the child performs a complete design, organized, symmetrical, geometrized with facial details and edges and may have minimal distortions ;

-2 points if the child makes a drawing excessively large or small, pre - geometrized shapes and proportions, with significant poverty of anatomical details ;

-1 point if the child does not design or drawing is done disintegrated and fragmented, with no traces of graphic organization and virtually unrecognizable.

We add the points for each child in the two sub-factors of the notion of the body, divide the result by two and compared with the psychomotor profile.Fonseca (1995) states that when the average is fractionally should be rounded. Thus the average was quoted as follows: if the fractional part of the number is less than 0.5 the value assigned to be your average integer part and the fractional part is greater than or equal to 0.5 will be the value assigned to the whole increased by one unit.

-Quotation 1 point (Apraxia) : no response, imperfect realization, incomplete, inadequate and uncoordinated (very weak and feeble ; dysfunctions evident and obvious, aiming significant learning difficulties) ;

-Quotation 2 points (Dyspraxia) : realization weak with limited control and deviant signals (weak, unsatisfactory ; dysfunctions light, aiming learning difficulties) ;

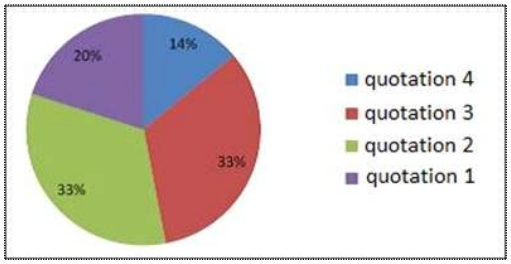
-Quotation 3 points (Eupraxia) : proper completion and controlled (good dysfunctions indiscernible, not aiming learning difficulties) ;

-Quotation 4 points (Hiperpraxia) : perfect realization, accurate, economical and control facilities (great, great, aiming learning facilities).

RESULTS AND DISCURSÕES

After accomplish tests self-image we obtained the results shown in Figure 1. As we can see during testing self-image figure 1,20% of children hit once on the tip of the nose (showing deviations up) with tremors in the finals and showing clear signs of dysfunctional body knowledge, 33% of children hit twice (up or down) from the tip of the nose, showing slight signs disparate in terms of lateralization, 33% of children fail once or twice, but maintained a proper movement and controlled without showing other signs dysfunctional; 14% of children can touch the four times at the very tip of the nose with precise movement.

Graphic 1- Resultsof the testofself-image



Source: Prepared by the author

Figure 1 -Testself-image



Source: Prepared by the author

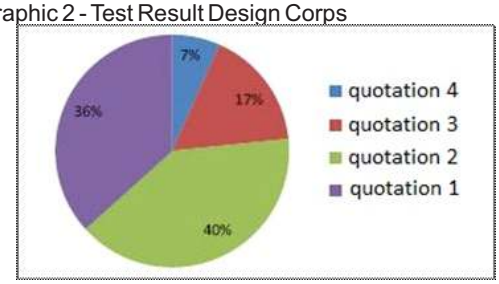
We can perceive the performance of the tests showed that some children have little confidence in the measure that were opening their eyes to sense the position of the hand moving to the tip of the nose. Self-consciousness is the sense of permanent attention of our inner state. In this self-reflective consciousness, the mind observes and investigates the experience itself, inducing emotions (Goleman, 1995).

On self-image are present affections, values , personal history expressed in gestures, the look and the body in motion (COSTA, 2013). Given all this, we understand how each child reacted differently to the particular test because every gesture or movement of the child was significant in the quotation for the test.

Perceptions and sensations are internal and external to the body for establishing, in an initial moment awareness about spatial total capacity and functioning of a certain body part, the initial awareness about the magnitude of the effort required to perform a certain action and awareness of the position of the body and its parts in space for this action (Barreto, 2013).

For testing body design as shown in Figure 2, we obtained the results shown in Figure 2, where we note that 36% of the children were drawing disintegrated and fragmented, with no traces of graphic organization and virtually unrecognizable; 40% of children do a drawing excessively large or small, with disproportions and anatomical details of poverty, 13% of children perform a complete design, organized, symmetrical, geometrized with facial detail and edges, but showed little distortion; 7% of children had a drawing graphically perfect proportioned, rich in minor anatomical and spatial layout correct.

Graphic 2 - Test Result Design Corps



Source: Prepared by the author

Figure 2 - Test Design Corps



Source: Prepared by the author

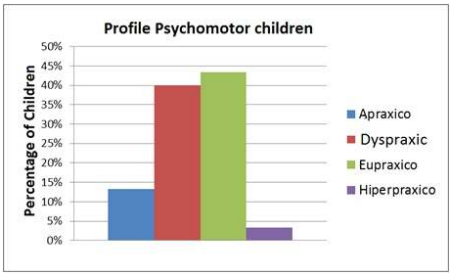
The fact that the price is the same for children aged four and six years may have influenced the outcome of the present quotations scores so low, because as pointed out by Oliveira (2003) children four to six years draw two circles and also very rudimentary. Already the figures of six year olds look more like the actual start as to structure their body image, begin to appear some details like clothing, earring, hat, instead of the fingers, the child draws a ball imitating the hand.

As complements Costa (2013) notions of body schema also depend on the development of other factors such as handedness, body positioning in space and time and are all complementary in body image formation and hence the identity of the personal.

Then once a child has a deficit in a particular factor psychomotor possibly will result in the formation and development of other factors.

Figure 3 illustrates in percentage terms the test results with the final profile and Psychomotor of 30 children. As we can see: 13% (four) of the participants had psychomotor profile apraxico, 40% (12) were classified as dyspraxico, 43% (13) classification was Eupraxico and 3% (one) of the 30 children got psychomotor profile Hiperpraxico.

Figure 3 - Profile Psychomotorchildren



Source: Prepared by the author

CONCLUSION

The tasks that make up the BPM give sufficient opportunity to identify the degree of maturity of the child and psychomotor deviant signs that can help us understand the discrepancies evolutionary many children at school learning pre - primary and primary education .

-The self-image: The Identification of facial self-image as a component of the notion of the body it was found that the group of children responded unevenly to the test. While some showed excellent power location intra and extracorporeal realization of the movement of the hand toward the tip of the nose. Others, and miss the trajectory of the finger to the tip of the nose showed oscillating movements.

-Regarding the design of the body: Some of the drawings of the children were still very rudimentary inconsistent with age , appeared in other anatomical details that led to drawing the human form . Were several children who have demonstrated little sense of space because drawings made extremely small or very large.

We hope that this study is a guideline for future research for professionals in health and education and related fields.

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REPRESENTATION SCHEME SELF-IMAGE AND BODY IN CHILDREN OF A PUBLIC SCHOOL OF FORTALEZA

ABSTRACT

The aim of this study was to identify the profile of the notion of the body of children aged four to six years old school Municipal Center for Education and Health Project Source. It is a search that is characterized as exploratory descriptive addressing aspects related to the notion of body profile in children from pre -school level from kindergarten. The sample consisted of thirty (30) children. The sample selection was random and independent of sex. For data collection instrument was used as the BPM of Fonseca (1995) to evaluate the profile of the Notion of Body through two sub-factors: self-image and body design. The results reveal that the thirty (30) children who completed all four tests (13%) had Psychomotor Profile apraxic, 12 (40%) were dyspraxic, 13 (43%) had Eupraxico profile and a (3%) had the profile Hiperpraxico. The data collected showed that: the degree of knowledge that children have demonstrated your body is not presented in an integrated and internalized. Thus we suggest the implementation of programs with specific commitments in psychomotor and working a variety of activities and alternatives that establish goals consistent with the needs presented by children.

KEYWORDS: Child, Self-image, body schema.

REPRESENTATION DE L'IMAGEM DE SOI ET CORPORELLE CHEZ LES ENFANTS D'UNE ÉCOLE PUBLIQUE À FORTALEZA

RÉSUMÉ

L'objectif de cet te étude a été de déterminerleprofil de lanotionducorps d'enfants âgés de quatre à sixans, Centre Municipal de l'écolepourl'éducation et lasanté Projeto Nascente. Il s'agit d'une recherchequi se caractéris e com me exploratoire abordantlesaspectsdescriptifsliés à lanotion de profil de corps chez les enfants de niveaupréscolaire. L'échantillon se composait de trente (30) enfants. La sélection de l'échantillon a étéaléatoireetindépendantedusexe. Pourinstrument de collecte de données a étéutilisécommele BPM de Fonseca (1995) pourévaluerleprofil de lanotion de corps à traversdeuxsous-facteurs: l'image de soi et laconceptionducorps. Lesrésultatsrévèlent que lestrente (30) enfants quiontterminélesquatretests (13%) avaientunprofilpsychomoteurapraxique, 12 (40%) étaientdyspraxique, 13 (43%) avaientunprofilEupraxicoet (3%) avaientleprofilHiperpraxico. Lesdonnéesrecueilliesontmontré que: ledegré de connaissance que les enfants ontdémontrévotrecorps n'est pasprésenté de manièreintégrée et intériorisé. Ainsi, noussuggéronslamiseenœuvrede programm es avec des engagements spécifiques dans psychomoteur et de travailler une variété d'activités et d'alternative squiéta blissentdes objectif scohérent savecles besoins présentés par les enfants.

Mots-clés: enfants, image de soi, schémacorporel.

ESQUEMA DE REPRESENTACIÓN PROPRIA IMAGEN Y CORPORAL EM LOS NINOS DE UNA ESCUELA PÚBLICA DE FORTALEZA.

RESUMEN

El objetivo de este estudiofue identificar el perfil de lanoción de que elcuerpo de losniños de cuatro a seis años de edaddel Centro Municipal de laescuela de Educación y Saluddel Projeto Nascente.Es una búsqueda que se caracteriza como descriptivoexploratorio que abordan aspectos relacionados conel concepto de perfil delcuerpoenlosniños de nivelpreescolardeljardín de infancia.La muestraestuvo conformada por treinta (30) niños. La selección de lamuestrafuealeatoria e independientedel sexo. Por instrumento de recolección de datos se utilizó como el BPM de Fonseca (1995) para evaluarel perfil de lanoción de cuerpo a través de dos sub-factores: lapropiaimagen y diseño de lacarrocería. Los resultados revelan que de lostreinta (30) niños que completaronlascuatropruebas (13%) tenían perfil psicomotor apraxic, 12 (40%) fuerondispráxica, 13 (43%) teníanel perfil Eupraxico y (3%) teníanel perfil Hiperpraxico. Los datosobtenidosmostraron que: el grado de conocimiento que losniñoshan demostrado que sucuerpo no se presenta de una manera integrada e interiorizado.Por lo tanto se sugierelaimplementación de los programas conloscompromisos específicos en psicomotor y de trabajo de una variedad de actividades y alternativas que establecen objetivos coherentesconlasnecesidades planteadas por losniños.

PALABRAS CLAVE:niños, propiaimagen, esquema corporal.

REPRESENTAÇÃO DA AUTOIMAGEM E ESQUEMA CORPORAL EM CRIANÇAS DE UMA ESCOLA PÚBLICA DE FORTALEZA

RESUMO

O objetivo deste estudo foi identificar o perfil da noção do corpo de crianças de quatro a seis anos de idade da escola Centro Municipal de Educação e Saúde Projeto Nascente. Trata-se de uma pesquisa que se caracteriza como sendo de natureza exploratória descritiva abordando aspectos referentes ao perfil da noção de corpo em crianças do Pré-escolar do nível da Educação Infantil. A amostra foi composta por 30 (trinta) crianças. A seleção da amostra foi aleatória e independente do sexo. Para levantamento dos dados foi utilizado como instrumento a BPM de Fonseca (1995) para avaliar o perfil da Noção de Corpo por meio de dois subfatores: autoimagem e desenho do corpo. Os resultados revelam que das 30 (trinta) crianças que realizaram todos os testes quatro (13%) apresentaram Perfil Psicomotor Apraxico, 12 (40%) foram Dispraxico, 13 (43%) tiveram Perfil Eupraxico e uma (3%) obteve o perfil Hiperpraxico. Os dados levantados permitiram concluir que: o grau de conhecimento que as crianças demonstraram ter do seu corpo não se apresentou de forma integrada e interiorizada. Desta forma sugerimos a implementação de programas com engajamentos específicos em psicomotricidade e que trabalhem a diversidade de atividades e alternativas que estabeleçam objetivos condizentes com as necessidades apresentadas pelas crianças.

PALAVRAS-CHAVE: Criança, Autoimagem, Esquema corporal.