17 - BODY CONCEPTS ON DEFICIENT PEOPLE BY STUDENTS: A REFLEXIVE ANALYSIS.

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Introduction

In present days, the body subject matter has assumed a significant space in the life of people and in the human and social sciences field. This can be perceived looking the daily life of people, the growing emphasis given to this subject in the media and discussions about this in academic research.

Is considered too, that, given the growing emphasis on the body issues, the Physical Education passes, by times, to be considered the subject that mold the bodies, that valorizes a given physical profile and exclude all others, undermining its actual role within the school context.

The problem we deal herein came from the interest on issues related to body concept, and deficient body, and by observing that these subjects are also valorized among students, especially teenagers. We realize the worry in have a perfect body as the current society imposes and recognizes and is of fundamental importance to this public.

In this study we focused to identify and analyze the body concepts of students on deficient people, and scoring the similarities/differences on the concepts presented in an inclusive and non-inclusive contexts.

To know the body concepts on deficient people is relevant for all teachers of the different teaching context, and so they can direct their pedagogic methodological actions in their actuation ground.

This study also provides elements for reflection and knowledge to university students and teachers, since the belief in the need to expand even more the knowledge to the incoming and competent professional activity, where it's aimed the practice by participation, recognizing and respecting the diversity.

Body concept and School Physical Education

Since the moment we were born, we give meanings to everything we see and listen. In the course of our lives, we go building a repertoire of meanings, linked to our culture and social environment surrounding us.

Lima (2002), talking on body concepts, says that the culture and social context are some of the determining factors in the formation of a body concept that mankind have been developing during them history.

In present days, the body issues had assumed a significant worry in the life of people. We live in some kind of dictatorship of those who want the “out of standards” to feel guilty for their appearance and search, anyway, a perfect body as the politics, beauty and vogue imposes, don't matter how many plastic surgeries are needed.

According to Freitas (1999, p. 49):

O corpo não é administrado, mas modificado; torna-se moldável pela cirurgia plástica e pela tecnologia da estética. Acaba por parecer-se com objetos do mundo exterior sobre o qual o sujeito exerce domínio inequívoco. O indivíduo segue os padrões impostos pela beleza e pela moda, aspirando ter um corpo padronizado e valorizado na sociedade.

Up against these questions, an answering appears: What about those since their born or since an accident or any illness, become to have a body which make themselves to be targeted as “deficient/different”? For whom any plastic surgery or other aesthetic resource does not solve the “problem”.

Porto (2000, p. 54) puts as:

O homem, ao fugir dos padrões que o definem como “normal” determinados pela sociedade, é diferenciado não só pelos títulos que recebe como também pelas formas de tratamento que a todo momento o evidenciam como um ser “deficiente-diferente”, por ser um corpo com níveis de capacidade, potencialidade e limite fora da padronização estabelecida. Desse modo, ele torna-se excluído do viver a presentidade.

We also agree with Porto (2000), that this society we live is being unfair and incoherent with itself, as far as targeting a man as “normal” or “abnormal” is to establish limits to live and to mix the world.

We could yet realize how much significantly us to have a body comprehension where the “deficient/different” do not be focused, because from the moment I look to a body and see only its marks and defect, I'm reducing it to dust, I'm limiting and even ruling out all its possibilities to live as an human being.

History reveals that people that presented any kind of deficiency deserved a treatment biased by indifference. The “deficient” bodies were faced as possessed by demons, unable, incommunicable and unusefull, in short, everything related to incapability to do something, and, therefore, lowness.

These thoughts and manner to act lasted for many centuries and we do not have conditions to say that they are ruled out. Fortunately, deep changing has been happening, mainly in face of the school inclusion policy triggered by the federal government, a fruit of guidelines mainly came from the World Meeting on Education for Everyone, taken place in Thailand in 1990, and from the Salamanca Declaration, in 1994.

Legally held, deficient people have their regular teaching school space guaranteed. We agree this is a step of particular importance to deficient people have their basic rights respected. By the other hand, we also know the fact that a deficient child enrolled in regular school does not assure inclusion to occur in fact. Is fundamental that inclusion do make changes in the educational prospect, because that is not limited just to help deficient students, but support these students, teachers and administrative employees, to inclusion occur in fact.

According to Gadotti (1993), one of the most challenges of Brazilian teachers, in current days, is the search for a education for everyone, which respect diversity, minorities, the Human Rights, ruling out stereotypes and replacing the concept of equality to eqüitity, in other words, by exercising the iguality of rights and the respect to differences.

Rodrigues et al. (2004, p. 44) reinforces saying:

Entender e usufruir o significado de uma escola para todos é termos que travar um embate contra uma sociedade que possui características excludentes e separatistas, marcada pela busca da eficiência e pela competição que estigma e segrega. Considerar as diferenças é imergir nos aspectos inerentes as relações humanas, é respeitar, aceitar e valorizar as limitações de cada um, tendo como indicativo a alteridade, pressuposto tanto teórico quanto metodológico da ação docente.

Oliveira (2005, p. 3) places that a good start point for us to think the broad complexity of the challenge that deficient people inclusion imposes could be the concept transformation about these people, and so, this study represents a positive step, where knowing the students concepts on deficient people's body, we can take attitude toward stigmas and prejudices.

Methods

We used a semi-structured questionnaire as an instrument, where it was put into practice to students of the 8th year from public schools in Santa Maria, RS, Brazil.

The schools were chosen as filling the following criteria: one school in the inclusive context, from which were selected one class having deficient student and one class where there was not; and one school with no deficient student included, where was selected one class. Besides, the schools needed to be public and near one from another.

After selecting the student classes of the work, the questionnaire were applied and analyzed. Initially, the questionnaires were analyzed separately, by class, classifying the answers of each ask and identifying the body concepts in each class.

Afterwards, we verified the differences and/or similarities in the body concepts presented relating them to the studied context.

Results and Discussion

We realized that students give very importance to body in the three classes studied, and relate this importance to well being. In the classes from the school where there was included students, the importance was not significantly related to parties or fashion clothes, and in face this, we infer this punctuation could be related to economic conditions, approach to communication means and leisure sources.

So, we consider the mean of well being to the students from these schools was linked to factors like harmony, personality, and attitudes, rather than aesthetic/appearance. In other hand, the class where there was no deficient student included, the meaning of well being was quite different. For those students, the body is a mean by which they can use the fashion clothes and join social occasions. We think that media access factors, leisure sources and fashion clothes/accessory could interfere significantly in these results.

In the three classes studied, the most of the concepts about deficient students were positive, and within the negatives, the major score was in the class in which there was a deficient student included, or: in the inquiry about how students see their own body, the alternative “my body is beautiful because it do not present any deficiency” was significantly scored in the class where there was deficient student included. In the same way, the question where was asked how would be a perfect body style, the referred class scored as most relevant “that one with no deficiency”.

We could realize the daily contact with the deficient classmate had negative influences in those conceptions. It's inferred this conceptions do not necessarily link to the deficiency their classmate presents, and bring to light some queries: could be ugly and unperfect bodies linked to deficient body if their deficient classmate wear fashion clothes and accessory? If joined parties and social occasions as all others? Couldn't be this conceptions influenced by the means the deficient student behave and join all others classmates?

Or even, it could be considered that students in this class present a body concept unconsciously related to aesthetics, to a body pattern considered in the current society as “perfect” ad, even a body of deficient person not being “fine/perfect”, this people are able to be happy, to live finely, to have friends and a family, as students themselves said subsequently.

There was one question where the students should answer what they think about deficient people, and the more scored answer in the three classes was “they're people that can have success as any other”, showing they believe that deficient body does not negatively interfere in their lives.

Reinforcing the positive conceptions on deficient people, the three classes identified and believed in those ability, whereas the major scoring was in: “deficient people is able to live in family and friendship constraints” and “is able to be happy”. I no moment the alternative which supposed people with deficiency are unable was punctuated.

We also asked about what differences the students perceived in the real or potential classmate, and the answer “not different” was the most mentioned, showing that, in their conceptions, we are not different; we all have the same rights and duties; we are human being, regardless whether deficient or not.

In the class where there wasn't deficient student included, the students considered the difference between them and another classmate could be in the Physical Education classes. We infer this scoring is due to the type of Physical Education they have on current days, once having no deficient classmate, their classes are not specially addressed and do not realize a possible deficient classmate doing the same activities.

Where the ask was about the possibility of the actual or possible deficient classmate take part of the Physical Education, the three classes studied considered that possible, justifying by the realization that the classes could be adapted, and every one has the right to take part of it. Showing that students know the possibility of adaptation, although not living it.

In the class with a deficient student included, there was three punctuation to the alternative considering the deficient classmate not able to join the Physical Education. We infer that the fact of live together with the deficient classmate, has made the students perceive their limitations, and the deficiency had interfered in these results. To justify that realization, they said he could not work it out, being the deficiency the limiting factor.

Conclusions

Our hypothesis that students in this age do overestimate the body was confirmed, and we think that several social context factors interfere in the body concepts presented. Within these factors, we identify approaches to communication media and leisure, and student's status.

Otherwise, the hypothesis that deficient people would be considered “unable” and “inferior” was dismistified, since the students from the three classes presented positive body concepts in relation to deficient people, because they believed in them capabilities and success possibilities, regardless of the body they presented.

The inclusive context also exerted some interference in the body concepts presented by the students, being those, by times, positives: when students perceived the overcoming and winning of their deficient classmate, and by times negatives: when they seen their limitations and related these to the deficiency presented by the very classmate.

In the same way, we conclude that the body concepts presented here have positive influence on the inclusive context, once they presented a concept constrained by factors beyond appearance/aesthetics, valorizing the person by him/her personality and attitudes and considering that unless the body form, deficient people have the rights to participate the Physical Education classes as well as physical activities in general.

At the same time, this study was important to verify there's a need to Physical Education professionals to know their students, because those can interfere in the classes, in practices and in very school inclusion.

We believe that the subjects proposed on this study were reached and this will have relevance to discuss themes related to body, to deficient people and inclusion as schools and academic issues, collaborating for the concretization of the inclusion process and hence, helping on the formation of Physical Education professionals, comprehending that everyone, at their own manner and regardless of the “body type”, can do physical activities and/or physical education.

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BODY CONCEPTS ON DEFICIENT PEOPLE BY STUDENTS: A REFLEXIVE ANALYSIS.

Abstract

We aimed to analyze the body concepts from students on people having any deficiency in an inclusive and non-inclusive context. The study was taken on students from the 8th years in public schools in Santa Maria, and involved two schools: one in the inclusive context, in which participated one class having deficient student included, and another class were not; and other school were there was no deficient student included, joining only one class. We used a form with semi-structured asks. Was identified that in all three classes, the importance of the body was related to well being, where the school having inclusion, well being was related to the concept of aesthetic and beauty standards. In the three classes the concept better punctuated on deficient people were positive, whereas students believed in the possibilities of success and happiness of this people, ins spite of their body resemblance. The class in which there was one included deficient student, body with deficiency was regarded with high relevance to ugly and imperfect body, what could be related to the fact that they see the limitations and difficulties their colleague faces daily. We conclude that body concepts here presented had positive interference in the inclusive context, because it was linked to factors beyond appearance/aesthetic, making worthy the person based upon the personality and attitudes, and considering that deficient people have the right to join the Physical Education as well as to practice general physical activities. Also, we highlight the need of Physical Education professionals to know the body concepts of their students, because they interfere in the classes, in practices and in the very same school inclusion.

Key words: Body concepts, deficient people, school Physical Education.

CONCEPTIONS DE CORPS CONCERNANT PERSONNES AVEC DÉFICIENCE POUR ÉTUDIANTS DE L' ÉCOLE: UNE ANALYSE REFLEXIVE**Resumé**L'objectif de ce travaille a été analyser les conceptions de corps de étudiants de l'école concernant personnes avec déficience dans le contexte inclusif et non-inclusif. L'étude a été realisé avec étudiants de l'école de huitièmes séries des écoles publiques de Santa Maria-RS et a envellopé deux écoles: une de le contexte inclusif, dans lequel ont participé: une classe dans lequel il y avait un éléve avec déficience inclus, autre dans lequel il n´y a pas eleve avec déficience inclus et autre du contexte non-inclusif, dans lequel a participé une classe. On a identifié que, dans les trois classes, l' importance du corps a été relacioné avec le bien-être. Dans l'école en qu'il avait inclusion,bien-être a été relacioné avec harmonie, personnalité et attitudes. Dans l'autre école, bien- être a été relacioné avec esthétique. Dans les trois classes, les conceptions plus pontués à propos de personnes avec déficience ont été positives Dans la classe de l'éléve inclus, corps avec déficience a été relacioné avec corps laid et corps imparfait avec majeur importance, ce que peut-être relacioné avec le fait de cettes personnes verraient les limitations et difficultés que le colègue affrontte tous les jours. On a conclu que les conceptions de corps présentes ont eu interférences positives dans le contexte inclusif, parce que les mêmes ont été vinculées avec facteurs en plus de l'apparence/ esthétique, mettant en valeur la personne par sa personnalitté et attitudes et en considerant que les personnes avec déficience ont le droit de participer des classes d'Education Physique et aussi pratiquer activités phisiques en general. On a détaché aussi que il y a la besoin de les professionels de l'Education Physique de connaître les conceptions de corps de leurs éléves, car les mêmes interviennent dans les classes, dans les pratiques et dans le propre inclusion écolière.

Mots Clés: Conceptions de corps, Personnes avec déficience, Education Physique dans l'ëcole.

CONCEPCIONES DE CUERPO ACERCA DE PERSONAS CON DEFICIENCIA POR ESCOLARES: UNA ANÁLISIS REFLEXIVA

Resumen

Se objetivó analisar las concepciones de alumnos para el cuerpo de personas con deficiencia en el contexto de inclusión y noinclusión. El estudio fue hecho con alumnos de octavas series de escuelas públicas de Santa Maria/ RS e involucró dos de esas escuelas: una del contexto de inclusión al que participó una turma la cual había alumno deficiente incluso, y una turma la cual no había alumno deficiente incluso. Aun participó otra del contexto de noinclusión con una turma.Se utilizó para tal, cuestinarios con preguntas semiestructuradas. Se identificó que en las tres turmas la importancia del cuerpo fue relacionada al bienestar, siendo que en la institución de inclusión, bienestar fue asociado a armonía, personalidad y actitud. En la otra escuela, bienestar se relacionó a la concepción estética de patrones de belleza. En las tres turmas las concepciones más puntuadas acerca de personas con defieciencia fueron positivas, siendo que los alumnos creían en la posibilidad de éxito y felicidad de estas personas, desconsiderando el cuerpo que poseían. En la turma que había alumno deficiente incluso, cuerpo con deficiencia correspondió a feo o imperfecto, lo que puede relacionarse con el hecho de ellos vieren las limitaciones y dificultades que el compañero enfrenta diariamente. Se concluye que las concepciones de cuerpo presentadas tuvieron carácter positivo en el contexto de inclusión, pues las mismas fueron vinculadas a factores allá de la cuestión estética, valorando el individuo por su personalidad y actitud, considerando que los portadores de deficiencia tienen el derecho de participar de las clases de Educación Física, bien como practicar actividades físicas en general. Se destaca también, la necesidad de los profesionales de Educación Física conocer las concepciones de cuerpo que sus alumnos poseen, puesto que las mismas interfieren en las clases , en las prácticas y en la propia inclusión escolar.

Palabras-clave: concepciones de cuerpo; personas con deficiencia; Educación Física escolar

CONCEPÇÕES DE CORPO SOBRE PESSOAS COM DEFICIÊNCIA DE ESCOLARES: UMA ANÁLISE REFLEXIVA.

Resumo

Objetivou-se analisar as concepções de corpo de escolares sobre pessoas com deficiência no contexto inclusivo e não-inclusivo. O estudo foi realizado com escolares de 8ªs séries de escolas públicas de Santa Maria/RS e envolveu duas escolas: uma do contexto inclusivo, da qual participaram: uma turma em que havia aluno com deficiência incluído e uma turma em que não havia aluno com deficiência incluído; outra do contexto não inclusivo, da qual participou uma turma. Utilizou-se questionários com perguntas semi-estruturadas. Identificou-se que nas 03 turmas, a importância do corpo foi relacionada ao bem-estar, sendo que na escola em que havia inclusão, bem estar foi relacionado com harmonia, personalidade e atitudes, na outra escola, bem estar foi relacionado à concepção de estética e padrões de beleza. Nas 03 turmas as concepções mais pontuadas sobre pessoas com deficiência foram positivas, sendo que os escolares acreditavam nas possibilidades de sucesso e felicidade destas pessoas independente da forma de corpo que apresentassem. Na turma em que havia aluno com deficiência incluído, corpo com deficiência foi relacionado com corpo feio e corpo imperfeito com maior relevância, o que pode estar relacionado com o fato destes verem as limitações e dificuldades que o colega enfrenta diariamente**.** Conclui-se que as concepções de corpo apresentadas tiveram interferências positivas sobre o contexto inclusivo, pois as mesmas foram vinculadas com fatores além da aparência/estética, valorizando a pessoa pela sua personalidade e atitudes e considerando que as pessoas com deficiência têm direito de participar das aulas de Educação Física bem como praticar atividades físicas em geral. Destaca-se também, que há a necessidade de os profissionais da educação física conhecerem as concepções de corpo de seus alunos, pois as mesmas interferem nas aulas, nas práticas e na própria inclusão escolar.

Palavras Chave: Concepções de Corpo; Pessoas com Deficiência; Educação Física Escolar.