

**200 - INFLUENCE OF THE AESTHETIC STANDARDS IN BODY IMAGE OF YOUNG WOMEN'S GENDER:
A STUDY WITH TEACHERS AND STUDENTS IN SCHOOL PHYSICAL EDUCATION**

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INTRODUCTION

This article is the result of the initial study, which will investigate issues concerning to the aesthetic standards culturally imposed and its influence on body image of female adolescents. The research presented here will be held in the school environment and will count with the teachers and students participation and also will be part of discussions that will be addressed in the doctoral program at the Technical University of Lisbon - School of Human Kinetics. We consider that we are undertaking the initial steps of the study, so we will cut one of the ideas and concerns so far identified, and present the goals to be pursued and the applied methodology.

This theme is the result of reflections of a career in the physical education, from experience in higher education and the conclusions concerning to the research conducted in the Masters, that was finished in 2003, by which I discussed in a broad and deep way the theme Education School Physical Culture and Development for the Promotion of Health.

Theoretical and empirical studies of authors such as Shilder (1994), Turtelli, Tavares and Duarte (2002), Leonhard and Barry (1998), Ogden and Evans (1996), Paim and Strey (2005) and Franco and Novaes (2005) recorded in literature, show that in recent years there has been a concern of both the scientific community and different segments on the people's dissatisfaction with their own body. This dissatisfaction is presented more acute in females, due to cultural and concepts rooted, favoring the development of a negative self-image.

The preoccupation with the body is a growing phenomenon in society that imposes standards of beauty to be followed. With all this social and cultural pressure for the aesthetic desire, the number of people who suffer from body image is increasing (Franco & Novaes, 2005).

The study to be conducted at the school brings the necessity to learn about the subjects who we will investigate. The student behavior becomes then a crucial indication as to the procedure of the teacher as far as it goes on to examine how teachers or teaching influence what students think, feel, believe and do, and how these cognitive processes affect the learning behavior of student (Henry, 2004).

Given the need to define the object of study, the following question was formulated: The Physical Education subject is able to influence the acquisition of a positive body image in young people of this social-cultural universe? In the investigation points that are relevant as the pedagogical knowledge of teachers, the knowledge acquired in academic, content addressed in the discipline, experience in daily work and perception of students will be discussed deeply.

Thus, this study seeks scientific answers on questions such as: to what extent or intensity of commitment, the body image of students is addressed in the school, qualified and served in physical education classes, where it is analyzed from the perspective of reproducing models social press for cultural concepts of bodies designed and disciplined? Can you identify the use of social practices to strengthen the cultural patterns of consumption where the body is an industrial product marketed? Does the perception of the students face the content addressed in physical education classes enables the development of attitudes towards the issues concerning their body image? Are there any ramifications and consequences related to the influence of physical education in the formation of cultural patterns, historically constructed for the body image of adolescent females? Has the school, through the Physical Education, given importance to the discussions about the adolescent body, as the imposition of aesthetic standards? What does it characterize the thinking of the teacher as responsible for teaching strategies for the development of teaching and learning? These are the issues that will be refined and analyzed in the study.

We believe that this is the right moment for the study, because other studies pursue the same goal and also for noting that it is still necessary, for the shortage, the proposal of research that brings reflection of teachers and students. This factor distinguishes this study, because of the research examining the problem from multiple perspectives, bringing to analyze the thoughts and behaviors of the teacher in relation to their knowledge, how he transmits them and how these experiences are perceived and understood by the students.

What is expected from the study is to extrapolate the knowledge produced in the real life of the Brazilian Northeast. We also want to create appropriate channels to obtain information to solve the problem or help them become familiar in more detail how they can in school.

The objective here is to develop a research with teachers and students on the influence of the aesthetic standards of the society in shaping the body image in adolescent females, and the Physical Education classes as a place to conduct the study.

To achieve this study, we propose the following objectives:

1. Raising the existence of the influence of cultural aesthetic standards in body image of adolescent females, 2. Check the level of knowledge showed by the teacher on the content covered in this research as well as on the applied methodology and pedagogical capacity to contribute to the quality of what the students learn with regard to acceptance of their body image, 3. Identifying how the teacher-student interactive processes occur at school and what strategies the teacher uses in the approach of content to be covered teaching and learning, 4. Verifying if the problem of the aesthetic perceptions and body is treated in the classroom, in the teacher-student interactions and its inverse and among females, 5. Analyzing whether and how the previous interactions influence the body image of students 6. Check if the type of participation of the students shows positive or negative self-esteem, 7. Analyzing how the students react before the presentation and dynamic content in the classroom by the teacher.

METHODOLOGICAL PROCEDURES

The methodology for conducting the research has a qualitative and quantitative, associated with field research of the descriptive type. The choice of qualitative and quantitative method occurs because we can be a line in two parts, avoiding the false dualisms, not accepting an inflexible relationship between epistemological basis, methods and techniques. Regarding the purpose, this research is characterized as descriptive, according to Bastos (2007), it seeks to discover how often the fact occurs, the nature, characteristics, causes and relations with other facts. It intended to describe the situation in the moment of the

research and establish the relationship between variables.

We hope to redo or confirm the concepts and visions, making it possible, by results, to identify measures to promote awareness of body image in female adolescents from the school environment in physical education classes, and lead a discussion of the interactive processes observed in classes.

The aim is to search all the teachers who work in the discipline of physical education in high school students and 97 adolescents age group between 15 and 18 years, in order to understand how far the teacher knowledge developed by these professionals and the student participation manner influences the relation between the discipline of physical education and the awareness of students to a conscious act in relation to the imposition of aesthetic standards relating to body image. Dealing with heterogeneity, teachers and students in public and private institution in the city of Fortaleza, Brazil will be surveyed. Search distinct networks due to the expansion of data by different social conditions of those surveyed and the physical structure provided by the schools. Data collection will take place using three instruments: questionnaire, semi-structured interviews and participant observation.

INITIAL DISCUSSIONS

The theoretical approach brings some concepts that are important for the study. Among other we will use works that show respect to our problem, such as McCabe and Ricciardelli (2005), who stated that the period of puberty is considered critical in relation to body dissatisfaction, partly due to the fact that in this age there is a increased perception by adolescents in relation to influences from parents, friends and media on issues related to the body, according to Shavelson and Stern (1981), who investigated the links between intentions or ways of thinking of the teachers and their behavior more directly observable; some researches by Perrenoud et al. (2001), on the professional habitus, as the one developed by Gennaro (1992), on the interactive behaviors in physical education.

Body image can be conceptualized as a multidimensional construct that represents how individuals think, feel and behave about their physical attributes (McCabe & Ricciardelli, 2004; Parks-McKay; Banfield & McCabe, 2002, Muth & Cash, 1997; Thompson, 1990).

The process of body image formation can be influenced by several factors, such as sex, age, media, and the link with the body's cognitive processes, such as beliefs, values and attitudes within a culture (McCabe & Ricciardelli, 2004; Banfield & McCabbe, 2002).

On body image of adolescents Chipkevitch (1987) states that this faced with the ideal body that brings into your mind, and the more this body gets away from the real, the greater the possibility of conflict, undermining their self-esteem. The teenagers, even when they are in proper weight or ideal underweight they tend to feel fat, which characterizes the distortion of body image (Fleitlich et al., 2000).

According to Fisher (1990), Henry Head, a neurologist at the London Hospital, was the first to use the term "body schema" and also the first to build a theory in which each individual builds a model of itself which is a standard against the judgments of posture and body movements. But the greatest contribution in this area was given by Paul Schilder that by developing his research in both neurology and psychiatry, as in the psychology, body image takes a multifaceted phenomenon. Body image is not only a cognitive construction, but also a reflection of the wishes, emotional attitudes and interaction (Fisher, 1990, p. 8).

Although the ideal of female beauty vary according to the aesthetic standards adopted in each time, studies show that women have tried to change their bodies in order to follow these standards. For this reason, as the social pressure to lose weight and fit the ideal thin was becoming more popular, women began to accept more and more these ideals as goals and to pursue a slim body, consequently, the rejection of their body image (Heinberg, 1996).

Physical education should include discussions on their content on motor activity and its stereotypes and stigmas body, the symbolic production of the body, the dual mind / body, the imposition of movement technique, so that would guarantee the students to judge which motor best practices suit your needs (Verenguer, 1995, p.73).

When we talk about physical education in school, the teacher is crucial for one to deal with issues like body image, and in this study specifically their teaching and thinking. The teacher is a result of his academic formation, cultural context and a habitus. The concept of habitus is used by Perrenoud et al. (2001) and refers to the routines developed by teachers throughout their career, used unconsciously at times deemed appropriate.

We observed in students the ratio of teaching-learning process and the attitudes of teachers and their pedagogical knowledge and experience of life, awaken and develop knowledge in these students. It is necessary that the teacher builds skills that contribute to a teaching practice consciously and effectively, which translates into an action-reflection-action improved.

When researching the thought of the teacher, we realized in Januário (1996), elements that guide our searches when he said that in the pre-interactive phase the focus is the teacher's planning, analyzing the mobilized information, their didactic decisions and teaching and assessment strategies. In the interactive phase, besides considering their behavior, the studies seek to know how teachers react to contingencies that emerge from the pedagogical relationship and the mechanisms through which solve the problems of achieving. In the post-interactive phase the teacher evaluates the process and simultaneously start a new stage pre-interactive.

The interaction comprises a comprehensive process of a wide signification in which motivations, references, meanings in different spaces and situation are arisen (teaching and learning). It is a process of the subjects involved in interactive situations; they are seen as concrete subjects, located in ontogenetic cultural and historic time (Tacca, 2000, p. 41).

For Henrique (2004), the mediator processes have a regulatory role in human behavior. By continuing the analysis, the author states that the emphasis on the role of students' thoughts as mediators of the educational results in redirecting the kinds of questions raised by the research and methodological approach adopted in these studies. The education behavior of the teacher influences what students verbalize, thinks, and believes, values and reflections of personal components on academic performance. Thus, we verify that it is possible through the school, in teaching Physical Education to promote changes in the way the teenager "see" his body.

CONSIDERATIONS

The female adolescent, in particular, has a major difficulty in assimilating their body image, because in this period of life there are large physical and psychological changes. This happens because of the necessity that they have to identify themselves with their body and locate themselves socially, which experienced in a world that requires aesthetic standards body can generate instability. Being this teenage a female one the effects are maximized, considering the appeal to be a body in shape by the most exposure to which is submitted.

The worry we have to consider the prospect of a non-standard body, comes from how a man can develop their body

awareness and not being manipulated by the intentions claimed in today's society so aggressive media, prohibiting him to look inward and make their findings, not caring if there is an individual inside the body. These introductory data show that, the growth of the body and the constant appeal to young people start to carve, construct and reconstruct the human body to educate them in the perspective of self knowledge and respect for the body, are pedagogical tasks that can be promoted by school, and physical education is the most responsible subject to do this.

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ABSTRACT

The presented article is the result of initial studies in the doctoral program. It shows a series of questions and reflections on the imposition of aesthetic standards for the body and the consequences in the formation of the body image of adolescent females. It presents the scientific community's concerns with the increase of people's dissatisfaction with their bodies and the pursuit at all costs to be within the standards imposed culturally. The study will be conducted with teachers and young students and will have the physical education classes as the research environment. We present a theoretical framework, objectives and methodology to be applied.

KEY WORDS: Body image. Physical Education. Interactive processes.

INFLUENCE DES NORMES ESTHÉTIQUES DANS L'IMAGE CORPORELLE D'ADOLESCENTS DU TYPE FÉMININ: UNE ÉTUDE AVEC DES ENSEIGNANTS ET DES ÉLÈVES DANS L'ÉDUCATION PHYSIQUE SCOLAIRE

RÉSUMÉ

L'article ici présenté est en résultant d'études initiales dans le programme de doutorado. À l'envers une série de questionnements et de réflexions sur l'imposition de norms esthétiques pour le corps et les conséquences dans la formation de

l'image corporelle d'adolescents du type féminin. Il présente les préoccupations de la communauté scientifique avec l'augmentation de l'insatisfaction des personnes avec leurs corps et recherche à tout coût pour être à l'intérieur des normes des impôts culturellement. L'étude qui sera réalisée avec des enseignants et des élèves adolescents il aura les leçons d'Éducation Physique mange de l'environnement de la recherche. Nous présentons un tableau théorique, les objectifs et la méthodologie à être appliquée.

MOTS CLES: Image corporelle. Éducation Physique. Processus interactifs.

INFLUENCIA DE LOS ESTÁNDARES ESTÉTICOS EN IMAGEN CORPORAL EN ADOLESCENTS EN LA CLASE FEMENINA: UN ESTUDIO CON LOS PROFESORES Y ALUMNOS EN REFERENTE A LA EDUCACIÓN FÍSICA DE LA ESCUELA

RESUMEN

El artículo presentado aquí se resulta de estudios iniciales en el programa de doutorado. Al revés una serie de questionings y de reflexiones en la imposición de los estándares estéticos para el cuerpo y de las consecuencias en la formación de la imagen corporal de adolescentes de la clase femenina. Presenta las preocupaciones de la comunidad científica con el aumento del insatisfacción de la gente con sus cuerpos y la búsqueda a cualquier coste para estar dentro de los impuestos de los estándares cultural. El estudio que será llevado a través con los profesores y las pupilas adolescentes él tendrá las lecciones de la educación física como rodear de la investigación. Presentamos un cuadro teórico, los objetivos y la metodología que se aplicarán.

PALABRA-LLAVE: Imagen corporal. Educación Física. Procesos interactivos.

INFLUÊNCIA DOS PADRÕES ESTÉTICOS NA IMAGEM CORPORAL DE ADOLESCENTES DO GÊNERO FEMININO: UM ESTUDO COM PROFESSORES E ALUNOS NA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

O artigo aqui apresentado é resultado de estudos iniciais no programa de doutorado. Trás uma série de questionamentos e reflexões sobre a imposição de padrões estéticos para o corpo e as consequências na formação da imagem corporal de adolescentes do gênero feminino. Apresenta as preocupações da comunidade científica com o aumento da insatisfação das pessoas com os seus corpos e a busca a qualquer custo para estar dentro dos padrões impostos culturalmente. O estudo que será realizado com professores e alunas adolescentes terá as aulas de Educação Física como ambiente da pesquisa. Apresentamos um quadro teórico, os objetivos e a metodologia a ser aplicada.

PALAVRAS-CHAVE: Imagem corporal. Educação Física. Processos interativos.

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