

## **The body image and the virtual playing: perspectives on the contemporary infancy**

Érica Fróis

The objective of this paper is to discuss the virtual playing in the Internet and the construction of the Image of the body in children using the studies of authors of the field of Psychology, the human development and other contemporary authors. It is from authors as Vygotsky (1998), Le Boulch (1982), Lévy (1996) and Baudrillard (1991/1997) that the subject will be presented and discussed. The used method for the making of this proposal is of the documentary research, treating itself, therefore of one qualitative research being interpreted.

The body image, as writes Cabral and Nick (2006) in the technical dictionary of Psychology, is “the image or mental representation of all the body sensations, located in a region of the cortex. Drift of all the internal sensations, postural changes, contacts with external objects and people, emotional experiences, fantasies, etc., transmitted to the cortical center.” (p.72) In a development perspective, “...it develops together with the stages of the development to reach to each level of organization of the personality one provisory unit and that it must reconstruct in each new stage.” (Le Boulch, 1982, p.16).

This author emphasizes the importance of the global exercise of the Psychomotricity through free games. He affirms that in these games the child can confront fantasies and reality being able to adjust such demands, as well as assuming rules and acting on them. It also acquires, according to the author, the cathartic role because it allows the child to liberate tensions. “The child will acquire confidence in it little by little, better knowledge of its possibilities and limits. The playful activity works in the autonomy and the socialization, that is a condition of a good relation with the world.” (Le Boulch, 1982, p.140) Playing becomes, therefore, an expressive and organization element of the child in the symbolic dimension. Playing will allow the child to construct, to express itself and to organize the stimulations that it receives from the outside world. Through

playing the body is in movement and in this way it develops psychomotor abilities as motor coordination, rhythm, balance, amongst others.

Although in Vygotsky (1998), that presents a paradigm social-historical, the focus is the construction of the infantile subjectivity from the experiences that the child lives in the world. Thus, for this author the corporal image would be a co-construction between infant and culture. It is from playing that the child appropriates of the culture and in the same measure establishes a dialectic relation intervening actively with the social construction. According to the author, is in the toy that the child can operate with the off meanings of the real objects which are tied to it, the child can experiment directed actions to a definitive object without, however work with this properly said. It also includes in this scene other real actions and objects that represent definitive social scene or imagined situations. What follows this transition of the thought is the maintenance of the functionality of the object, that is, the toy acts in the dynamics of the mental representation, promoting in the child the appropriation of the object in itself and the function that the toy plays that, consequently, makes the child realize the role of its body in this relation. The toy, for Vygotsky (1998) decides the tension of the child between the desire of accomplishment and the possibility to make it real. It characterizes the passage of a period of immediate search of desire satisfaction, impulsive and experimental choice, to a period of training of search mediated by the symbolic. The toy, according to this author, creates in the child a new form of desire that happens in the association of the desires to the actions in the trick and, through the imaginative capacity, becomes possible the satisfaction of the dynamics of attendance and adequacy to the rules. To satisfy the rules is a source of pleasure for the child.

For authors like Lévy (1996) and Baudrillard (1991/1997) playing in the Internet supports peculiar conditions in the human being development of the child. One of landmarks in the contemporary time is the high speed and immediate of the communication that was made possible by the environment of the Internet. Thus, in this context, distinct realities, treated coexist in this study while concrete and virtual. Concrete is nominated of space the material dimension of experiences that implies in physical a necessary space and, also praising a well delineated secular dimension. As the virtual space shows a hypothetical and representative dimension, of images, information and knowledge that also are

real, however abstract, is not physicist, is conceptual. It indicates a non temporal dimension, therefore it portrays elements that transit in the space and time in hypothetical and intentional way.

Lévy (1996) emphasizes that the virtual dimension brings changes in the conceptions of space which nominates as non-territorialization, seen the virtual environment not to have a space continent materiality, as well as shows the alterations in the time relation because of the unfastening of the concrete understanding of "here and now". The virtual environment allows to transit, according to author, through different spaces and speeds, does not have clear limits of common and proper space what it makes it difficult the precision between private, public and proper. Lévy (1996) presents a favorable and inevitable vision of the virtual spaces pointing with respect to the necessity in taking care of to the social demand of appropriation of the information and better use of time. In this way the virtual environment implies a necessary condition before ace questions brought by the contemporary times.

Oposing the ideas of this author Baudrillard (1997) affirms that the potentiality puts in risk questions of the concrete of the physical space threatening the conditions of sociability between the individuals. "The media are producers not of the socialization, but of its opposite, of the implosion of the social in the masses." (Baudrillard, 1991, p.104) The author affirms that the virtual communication made possible the valuation of the world of the images and the immediatism. The individual searches the virtual environment moving away from the social and critical conditions, the attentive virtual communication to the image hides the direction of the information.

From this discussion is understood that virtual playing as playing concrete would be a possible and necessary, coherent way to the demand presented in the contemporary times. The child when playing, as much in the real as in the virtual environment, says of its necessities of being appropriate in the world. For Le Boulch (1982), playing would be one practical capable way to act in the psychomotor development of the child, over all in the construction of its corporal image.

In this measure playing concrete evokes the body and the movement, being able the child to explore and to develop its corporal organization. Playing concrete, in the scene of the development, would act in the appropriation of

abilities as coordination space-secular motor-appearance, slight knowledge, project and corporal image, functional ways necessities to the bio psycho welfare of the individual.

Being thus one perceives that the dimension of the potentiality excites questions in relation to the social formation and of the development of the child which implies different parameters in relation to the organization of the body image, that is, the way of the child to see the world. The restructuration of the corporal image is, therefore guided, from the potentiality, for other space-time references and in this measure the child lives deeply its body in the world and in the virtual reality. From the boarded authors it is not possible to measure the effects of the virtual environment in the social and corporal formation of the child, over all the effect of the Internet and the virtual games, but such presentations compose a scene of quarrel concerning new paradigms in the constitution of the body and the perception of this in the world. In this manner the formation of the corporal image, that is, the way that the child sees it, goes through the relations that the infant constructs, relations mediated by playing, virtual and concrete.

Thus, to understand the role of virtual and concrete playing and in the infantile development allows perceiving the process of construction of the image of the body of the child and of its subjectivity. Although it is not the intention to present a linear and complete vision on the subject, the discussions made in this study point to the coexistence in ways of playing in infancy. The playful scene with the concrete toy in itself, that excites games of make believe, playing to jump and to run coexists in the contemporary times with playing in the Internet. It seems to be unsustainable a defense that proclaims a way to play in detriment of the other, therefore both translate the ways of acting in the world assuming itself of a proper image of the body. One gives credit that such discussion is sufficiently valuable for all the professionals who act in corporal dynamics and, over all, for those who use playful resources in the practice with children.

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