

Abstract and Individualizing Strategy of Thematisation Child Figure

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Abstract

There is exposed some comprehension strategies of child image in the article: an abstract, associated with psychological knowledge strategy of thematisation child figure, determinacy, monosemy, normalization, averaging become the sings. Individualizes implemented in the cinematic text I. Bergman; it is characterized by multiple, semantic openness, event. Peculiarities of the psychological theory of development are analyzed, influenced the understanding and structuring of the child's life. Artistic perspective of comprehension of child image is demonstrated that was realized in the cinematography as an extension of and an alternative to the traditional psycho-pedagogical approach, centered mainly on the issues of socialization and optimization of the growing subject, the child as an agent of instrumental effects, and a kind of "simulator" for optimizing skills in the childhood. Appeal to the different ways of theming corresponds to the complexity of the inner reality of the modern man, which inevitably turns into the search for a stable base, whose presence can be achieved by building a personal history. Complication reflection of child figure, strengthen of his comprehension become a conjugate existential event.

Keywords: child, psychology, individualization, newsworthiness, cinematography.

1. Introduction

Modern information space is full of children's themes. Without specifying the form and content of the execution threads of childhood in the contemporary cultural recipe, it can be stated of the interest is present in abundance. A regardant eye at the nature of this "interest" suggests a surplus of information and lack of meaning. Individual effort choking and drowning in a resonant stream of ready-made solutions, assigning an abductor part to everybody (how to be a good father, a mother how to care, to educate, what feel and for what reason). The volume of accumulated scientific knowledge are multiplied by cultural habit leaves little individual effort, which can only arouse inconceivable, superior ability of understanding, the fault of evidence, disclosing clearance meanwhile as to "so clear" does not correspond to these obvious. It is the apparent complexity of refinement that occurs in the traditional sense coordinate initiates a complex retrieval route. Pendency position of incomprehension provokes and acuminates the moment of compulsion in self-indication of eigenvalue in the situation where something does not guarantee this possibility. It seems that the ability of detection capacity links to the ability to generate meaning in the situation of his inability, the collapse of the natural determinacy. Moreover, it is opened to anyone who turns out to be deprived of the ability to see things in the usual way by a twist of fate or the long arm of coincidence.

It is assumed that the possibility of a meeting with underside common values and forced their available literature and cinematography offering a kind of existence in advance, the actual superior power of vision and feeling.

The epistemological difficulty in understanding of the child figure, in our opinion, due to the fact that the child is real, he exists in the field of our daily routes and it would be understood like nobody's business, in respect of his dependent and subordinate position. At the same time, the variety of scientific discourse such as medical, pedagogical, psychological, sociological, etc., and theoretical construction in each of them, aspiring the more adequate catch child figure, it does not leave the sense of simplicity and clarity. It can be assumed that these modes of explanation and description of the child does not give the feeling of exhaustion and adequacy. In this connection, the child figure is increasingly becoming the subject of thought in cinematography, philosophy, psychoanalysis, literature. Our object will consist of clearing the main difficulties in the theming of childhood with which classic rationality in the face of psychology faced and an attempt to introduce alternative non-classical, individualizing method of child comprehension embodied in the literary and artistic type of knowledge, in particular in a number of films by Ingmar Bergman.

2. Literature Review

In the modern research file, in addition to traditional psychological, pedagogical and medical discourses about the child it is actively formed such focus areas as:

- Psychoanalytic: M. Wolfe. N.L.Vasileva, A.Vallon, F.Dolto, Zh.Naze, Yu.Kristeva, A. Freud, G.Figdor, V.Shmidt.
- Anthropological: Christian Wulff, M.V.Osorina, Paramonov AA, K.Kalvert, K.Kobrin.
- Artistic and autobiographical: V.Benjamin, I. Bergman, Jean Cocteau, R.Olive.
- Philosophy: G.Kislov, T.V.Schittsova, M.Epshteyn.

Whereby significant difference of methodology and the research subject, it can still possible to note a common conceptual trend that can be described as the individualization of view, and it realized in an address to the register of everyday routine, in communications system and relations system, at the intersection of which child figure is constituted. The analytical action that we find out here it is a specification. The child presents a complex figure, which realizes the embodiment of connections and the topology of their whereabouts. It is not a child at all, it is the child that is correlated with the system of relations of Significant Others, the nature of the relationship and fantasies which creates a universe of symbolic importance, involving the speaker in the way of subjectification in connection with own experience (Mamycheva, 2015). Thus, there is the overcoming of the naturalistic approach to child as an abstract object among other objects in the world and a critical thesis is addressed to psychological knowledge (Hook, 2004). The child appears moving dynamic topos, content that develops at the intersection of different lines of force relations, not the substantial form some initially equal to himself (Francoise Dolto, 1985). In turn, the ability to see otherwise connected with another opportunity one can say the words of the locking modified term. Therefore, we can observe the formation of a new description language, which can also be assigned a cinematic language..

3. Methods and Materials

Among the works devoted to the critical analysis of the psychological theory of development, the study highlighted a Western scholar Erica Burman. E. Burman named this process of deconstruction as purpose of his conceptual analysis of the psychological theory of development (to implement a basic concept schemes of psychological knowledge), implying that the need to "open and subjected to a thorough study of the related moral and political themes developed in the theory of evolution, as well as to go beyond framework in which were formulated the modern principles of research in developmental psychology, and to consider a broad range of questions about how and where these topics fit into the social practices in which the functions of psychology» (Burman, 1994, p. 10) However, Boorman cognitive, understanding intention is not so much analytical and detached, but rather personally interested in nature. By setting position and the starting point of his research, Erica Burman defines their actual place primarily "as a child, daughter, sister, aunt, childless, feminists ...» (Burman, 1994, p. 19), that is, that is in the different mode of existence experienced the active intervention of the theory of categories. Individuate research E.Burman movement refers to the key ideas of modern philosophy, actualized Martin Heidegger: "The view includes the" from which » (« von wo aus ») explanation is made, in other words the appropriate method of orate (Daseinsweise) of the life situations in which interpretation is justified <...> The situation of interpretation as such is understanding the development of the past (Vergangenen), there is always a living present <...> Understand it means not simply to take note confirming, it is originally repeat understood in the sense of most of their situation and for this situation "(Heidegger, 2012, p. 27).

It seems that the motive for the attempted E.Burman research is turned the striving to realize the impact that this has on the body of knowledge about the representation of the subject itself, as well as the causes and mechanisms of influence. What does the subject learn about himself by resorting to the theory of categories of what landmark is his way colored? Research Boorman movement appears optics "estrangement, consistent doubts about statements taken as conventional and keeping a distance between what is stated as a necessary state of affairs, a norm and the dynamics of contradictory vital tissue. Moreover, it is this " nudging aside" research resource appears most heuristic. Critical thinking researcher movement unfolds on the following lines: What is the ideological basis of the objectivist discourse about the child, positioning itself as a statement of the natural laws of human development; as a normative description presented developmental psychology, transformed into the natural order; as instruments of measurements are made the subject and object of research; some conceptual themes define the dominant form of scientific psychological knowledge about the child.

Another source reflection will serve as a cinematic fabric I. Bergman film "Silence", "Person". These films are of deep reflective stance and the complexity of the image of the child.

4. Results and Discussion

The idea-complex of psychological development theory supports the methodical and methodological organon having a widespread impact on how scientific discourse about the child, so and social practices. The criteria and rules of formation, formulated in the theory of development, define the principles and methods of evaluation and structuring of educational, medical, social spheres

Besides institutional dimensions, theory development indirectly affects everyday practice, the system of relations and mode of existence in the private space. Moreover, in fact, appears to be the normative knowledge on the basis of which formed an idea of who is a child, how should be structured his life that it seemed more appropriate and significant. Thus, the conceptual apparatus of developmental psychology is an essential resource, theoretical, social production of childhood.

The authority and the absolute weight of that body of knowledge, its impact on a broad range of interpersonal dealings and institutional-political, generates critical movement understanding his form of socio-cultural, ideological, cognitive bases (Mamychev, Kiyashko & 2015).

The context of the formation of the psychological theory of development was determined by the contradictory influence, on the one hand, the romantic tradition that idealize the early years of human life and contrasting it to other ages, and on the other side – the situation of scientific knowledge of the late nineteenth century, the ideal of the natural sciences and positivism. The second half of the XIX century is characterized by the strong influence of the natural sciences and empirical ideology and also a naturalistic understanding. This determined the formation of the conceptual apparatus of the theory development and research methods, attempt to discover a common typical, regular in human nature. The subject of the study of the theory of evolution was a process of changing the individual and its components. By analogy with the Natural Sciences child was investigated as a biological sample out of the social environment and bonds, the nature of the methods of determining the change was aimed at visually-apparent, check the parameters (height, weight, variety of reactions).

Another important factor of formation of the theory of development was the integration of psychological discourse with medical, Association "Sciences of the body" with the "science of the psyche" and, as a result, naturalization of development. It is available to view observability bodily, embodied in the sequence of changing external forms and methods of activity, made the objectified embodiment of mental development. Features of the external appearance appeared visualization of internal, unequivocal interdependence which appeared self-evident. Bodily change became a correlate of mental development, the external that has a connection with the internal, and, therefore, can serve as a tool to influence and cultivation of those or other mental resources. The body becomes the primary arena in which the fight takes place on the "straightening" of the individual. A vivid example of the work of the German physician and educator Daniel Gottlieb Moritz Schreber invented special constructions to maintain and develop the physical appearance of children.

Simple forms as the key to complex formations; development as a linear process of progressive complexity of the ideas of the early XX century, setting the vector and combining such different subjects as a child, primitive man and natural history. "Child," "savage," "primitive" were united among themselves a sign of intellectual immaturity, which allows to consider them as complementary and friends to clarify the specifics of simple forms. Positivist set affected in the requirements of objectivity as a quantitative and qualitative measure of observability and measurability of human development.

By the epistemological standard for the era, this is supposed to achieve impartially, judicious observer, devoid of emotional involvement, studying the biological sample with a child. For the first time in the field of theory development appears in the character of the "father-researcher", contradictory signs that become his particular existential topological disposition - "being a father", to appear the most intimate and involved witness to the unfolding of the action and at the same time striving to maintain a distance, to become a passive observer recording the quantitative and qualitative characteristics of the research object.

Another source of analytical material was associated with the spread of social institutions, clinics, and kindergartens, which significantly intensified the formation of developmental psychology, providing a systematic observation of children. The demand monitoring situation was associated with general social anxiety and measures for the detection of causes and stabilize the increased level of social deviance, where public demand coincided with the research readiness. The possibility of observation groups of children the same age allowed for a comparative study, as a consequence, were developed average development as some of its norms. "Normality" has stopped to be a common word and has acquired a pronounced quantitative and qualitative characteristics, thereby specifying and possible "anomalies," which also received a concrete statistical realization. The test procedure was at the same time determination

method and a tool for setting standards. Moreover, the test standardization gave the effect of impartiality and universality, hiding the moral value that is underlying the description. The category of "norm" from niche to become common that accompany any educational process.

Thus, some assumptions, both institutional and intrascientific, asked the basic structure and direction of development theory. Socio-political movement, which solves the regulation of populations through its classification, comparison and measurement, coupled with a naturalized view of the changes has directed, under which "it seemed that the natural course of development must be carefully managed to maintain and even improve to ensure that the development was expected. What is defined as physical or occurring spontaneously, is constructed or even violence given" (Burman, 1994, p. 33). Contradiction, it is fair to note E. Burman, concerns the combination of two fundamentally different things: some norm development as something that is an abstract of an average nature, appears as a particular pattern, here's this kid. Another contradiction is due to the fact that the situation of the development is implemented as a set of organizational and disciplinary practices that deny the development of plurality and spontaneity, as well as reducing development to a predominantly rational aspect. According to Burman, the view of development in terms of progress, quality enhancement, and quantitative growth, shadowing the fundamental circumstance of any formation, namely the degree of irreversible transformations and embezzlement. The image of an individual development as a progressive and irreversible movement towards maturity represent a rationalization, reflecting the inability to provide the venue and the execution of the drama, the ambivalence and complexity of what appears to be a human life at the dawn of its implementation. Science standard of objectivity raised the understanding of development in terms of certainty, borders, predetermination, repeatability, universality, which was consistent with the periods of the life cycle of the individual with the clarification of the neoplasm-specific age period. One of them was later associated with the characteristic of the majority, with typicality, this orientation toward the common typical posed and the main vector of development, which was correlated not so much with the subject, with many extraneous to him the world of abstract normal individuals.

The possibility of another perspective view of the child is the cinematic space, in particular by Ingmar Bergman. Dubbed the book "Painting" "the desire to penetrate the secrets behind the walls of reality" (Bergman, 1997) (very close to psychoanalytic - "and what's really going on") allows you to detect the spontaneous Bergman Analytics, which sight, piercing the surface layer of human relations, goes to the bottom. Art fabric of art director infiltrated psychoanalytic motives and intonations, dream-memories, multiplicity, impermanence, "fluidity", "unknown search paths".

Autobiographical canvas works of Bergman, repeatedly mentioned by the Director, creativity as an opportunity of self-knowledge, explain the high concentration and variety of child themes. In the film "Smultronstallet", "Face to Face", "Funny and Alexander" - the child, the memories of the heroes of my childhood, complicated, ambivalent relationship with children and parents - are the leading motives. However, of particular interest is the work of "Silence" and "Persona", where the figure of the child, at first glance, belongs to the episodic character or a certain background.

The plot of "The Silence" is the relation of two women, Esther, and Anna, the nature of the relationship that is not evident. The space of the film sparingly diversity is a train compartment, a hotel, its rooms and corridors, nearby street and snack shop. The main action takes place in the hotel, although as a "happening" it is a very specific sense – the characters (Anna, her son Johan and Esther) change clothes, rest, and go mostly silent. The parsimony of the events, their actual absence, the insignificance of replicas, moves "what is happening" in terms of internal relations, which is extremely intense, the spectrum of the saturable their feelings – love, hate, longing, desire, suffering, sadness. The lion's share has strong feelings about the relationship between the two heroines: Anna and Esther. Who are they to each other? Bergman himself defines characters as sisters. Then, as the content of the film does not give a clear answer to this question. The child, through which women interact. He who does not belong to any of them. Does not belong to the mother, Anna, because the boy is not inserted in the field of her desires. Is not owned by Esther. The boy, Johan, there is a tangent of these two women, completely coinciding with space nor one nor the other, its existence is autonomous, it is filled with boyish fantasies and games.

There is the humility with which the boy takes his intermediate dwelling on the border of two women. He would be happy to stay next to his mother, but her shadow is looking for a night of twilight. Esther is warm with Johan, but for her it is always the son of Anna. Boredom directs the movement of the boy in the hotel. In this movement the meeting of the boy variety. Need somewhere to put herself sends him wandering through the halls of the hotel, where he meets the dwarfs, the Maitre d'. Each met is involved, the Maitre d' indulges in memories of youth, dwarfs plotting eccentricity. Interestingly, the boy in all these cases, mostly passive, he is sparing nothing to inquiries asked not asked to play with him, and silently observes, listens, accepts, without resisting, addressed to him other oncoming traffic. Boy, moves through space from one shape to another, taking from each what she can give.

In this interaction shapes find their own authentic existence, so the dwarfs - to tend code, elders – reminisce about the past, the patient - to cry for compassion, a woman - to admire her body. In the film "Persona" movement of the hand

219 of the child is similar to erasing a dusty plaque with stained glass or screen that can be read as an attempt to clear an
220 insurmountable barrier between the child and was visible to him a woman's face, but this movement does not negate the
221 border and makes visible more distinct, closer. The child is not among the characters but precedes and closes the events
222 of the film. What is the meaning of his gesture? Maybe he is the one who makes something visible or approves the
223 perspective of what is happening, or the child of his mother, or her imagination. Meaning is constituted of a plurality of
224 possible answers, none of which appears to be final, but leaves space for the individual comprehension of the eidos of
225 the child.
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227 5. Conclusions

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229 A child in a Bergman film is extremely individualized; it is the figure that is not to be disciplined. Ontology that turns place
230 outside the system of normalization or the oughtness, outside the system of generally accepted conventions, generative
231 or institutional ties that underpin the horizon of the possible and permissible. He is someone who is always possible, who
232 sets off the adult, who contrast with him, asks him who appears out-of-body observer who is devoid of bias, one who can
233 see the truth as the possibility of a kind look to other. The truth of adult is found in the child perspective view. The state of
234 socialization happens with an adult but not with child predestinated by ontological status. At the same time the Child
235 figure makes something clear, makes relieve from vagueness and incoherence. Child one in whom the adult becomes a
236 detached perspective, unobvious certainty.
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