EFFECT OF VIDEO GAMES ON CHILDREN

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ABSTRACT

Too much gaming can cause addiction. But the greatest danger with normal gaming behavior is the sitting down. Almost all the children and young people exercise too little, which has major consequences for their health. It should not be forgotten that spending too much time on the computer and engaging in video games can harm children in an undeniable way and negatively affect children's development areas. In particular, it can cause many problems such as posture disorders, excess weight gain, increased tendency to violence, internalism, and Internet addiction.

KEYWORDS: Video Game, Increased Tendency, Violence, Internalism & Internet Addiction

INTRODUCTION

Perhaps one of the biggest concerns for the parents is their children's academic performance and physical activity level. Although current evidence has indicated that physical activity provided in physical education classes does not worsen or improve academic performance, it is known that the use and technology abuse can impair the school performance surveyed by 7,000 students and followed another 274 students from elementary school and found a direct association between the time that students spent on violent games and have poor performance academic, especially in children. Video games read on the average of 27% less than children who don't use. They have also indicated that 37% of children spend less time for doing their school duties when compared to the children and adolescents who do not play video games. They have poor school performance. These researchers interviewed in telephone for 9405 children and adolescents between the ages of 8 and 15 years, and found that the prolonged exposure to activities in front of a screen (e.g., T.V., video games) had a negative impact in academic performance. The mechanism that could explain the finding is the search for pleasant sensations, because teenagers also watched or played video games with high erotic content.

The big problem of video games in front of television is that video games, as a consequence of their repetitive and rewarding structure (1, 2, 3).

Figure 1.

They have defined the verb play as a series of leisure activities that are carried out voluntarily, to fun, and that is creative and has no limits or rules. For their part, the games are the activities that have a set of rules, in which there are winners and losers and that tend to be specific according to the game structure. The research supports the fundamental role that the game has in the socio-emotional, cognitive and physical development of the child, as well as in the emotion regulation, strengthening social relations with your family members and friends, in the attention, in the resolution of problems, in creativity and in the development of motor skills thick and thin, as well as the overall health currently in children and adolescents are totally exposed to technology and electronic media both at school and in their homes. It is no longer only television that retains the attention of children, but also other devices such as music DVDs, video games, internet, and cell phones (mobile). In the states United, it has been estimated that children are exposed to electronic media for more than 7 hours per day, especially using the T.V., listening to music, using the Computers and playing video games. These electronic devices are mainly used for fun and leisure; however, also they play an important role in the development of the child, especially in the discussion on the issue of violence in video games and its impact on adolescents is a fact that brings a large part of society (4, 5, 6, 7).

JUSTIFICATION

This research is developed with the aim of obtaining information to develop awareness strategies for parents of addiction that generate video games in children and thus proceed in the development of a useful guide that provide parents with the proper use of video games, since in this period of life they contribute a large part of personality traits of being human, considering that it is also in an education process intellectual therefore it is necessary to create some parameters for the proper use of these games to be seen as an object of recreation and not as something indispensable in the lives of children. Taking into account that videogames can be evaluated by the content of the themselves and know if it is suitable for the age of the child and adolescent, so that it serves as a contribution and help exploit the skills you have and develop others that you don't have. It should also be noted that in many cases video games become substitutes for family education, or for the child or adolescent to fill with them emotional and family emptiness, given that our society leads to both parents should go to work and fulfill their daily responsibilities and not have enough time to share and be aware of their children. It is necessary to show parents what are the important points with which you must evaluate in video games and when to buy them for your children and that they contribute benefits in its integral development.

PASSIVE AND ACTIVE VIDEO GAMES

Passive video games basically involve the use of manual oculus coordination to interact with the electronic device. These games are generally used in a passive position (e.g., the person sitting in an armchair) and with few body movements. These are the most critical games they received because they promote sedentary lifestyle and the consumption of foods of little nutritional value. For their part, the Active video games are the electronic games that allow players to interact physically by using their hands, arms, legs or the whole body, with images that appear on a screen or output device. Success in the game depends, among other factors, of the movement made in front of a camera, an infrared sensor, a laser, a pressure sensitive carpet or a modified ergometer. They have conducted an elegant study with 45 children between 9 and 15 years. The objective of the study was to know the quantity and quality of children's movement while playing boxing and tennis on the Nintendo and skiing and pitching in football on the Wii. On a force platform, the displacement of the center of pressure as an indicator of the quantity of movement, and the movement of the pelvis as an indicator of the quality of movement, have found differences only in the quantity and not in the quality of the movement, especially, in children who

had previous experiences using those appliances. Therefore, it can be concluded that there is a curve of learning that allows a greater amount of movement as the children play. This amount of movement can also be measure to know energy expenditure, considered a variable which is important for weight control. There is evidence indicating that both parents and children consider that active video games promote physical activity and may contribute to reducing childhood obesity. In a study focus group in which seven children and four adults are participated, participants concluded that the active video games allow to improve the amount of physical activity and improve the physical condition or fitness; however, for parents, video game prices and the lack of space in the home are the barriers that prevent its use.

Figure 2.

SOCIAL ISOLATION

Some have criticized the supposed potential of video games to convert Player in an isolated being. It is argued that the game activity is eminently lonely, that the individual moves away from their friendships and reduces interactions, becoming less sociable and putting your social skills at risk. Despite being a regular critic in the non-specialized press, the issue has received little attention from researchers. In a recent review of this aspect, we could verify that most of the data available come from general surveys about the characteristics of the gaming behavior, studies designed specifically for evaluate the social relations of the players. Succinctly, the results in this area can be summarized as follows: video game users use mostly accompanied by their friends and/or family (trend older among girls than among boys); the players express very majority of his preference for the accompanied game; there is no statistical relationship between the use of video games and number of friends of the same sex, number of friends of opposite sex, number of members of the social circle, social climate, frequency of usual activities, frequency of social interactions, number of couples, social withdrawal, shyness, hypersensitivity, loneliness, popularity, social status, sociability, friendliness, visits to friends 'house, reception of friends' visits at home, perceived popularity in school, and social adjustment; the practice of video games is associated with a greater frequency of meeting with friends outside the school, greater family interaction, greater number of home visits from family and friends, more friends and more willingness to talk.

SCHOOL PERFORMANCE

Another of the main criticisms that have been made to video games is their alleged negative effects on the player's school performance, due to absenteeism and a possible displacement of study time and the realization of homework at home. However, it is a remarkably widespread fear, the studies that have tackled the issue yield diverse results. In a recent review, we found a certain relationship between the use of video games and worse school rates, both in the form of performance such as absenteeism and task completion. This relationship is not found in all players or in all samples, and seems to be mediated by variables such as sex or type of game system (domestic or in recreation rooms). However, we do not have any data that allows us to talk about causality and, in that case, its directionality. That is, in the light of results it is so valid to deduce that video games cause worse grades due to its effects on class attendance and homework, such as argue that students with worse grades and worse monitoring of educational tasks for whatever reason tend to play video games more than those with better school performance.

Figure 3.

Death, this is already the extreme case, and far from it is common, but quite the opposite. Surely, in the news you will have heard a couple of cases, usually from Asian players who, after marathons of up to 72 hours of play, collapse on the ground without further ado. These situations are produced, in theory, by heart failure due to overexertion, since these individuals spend hours without sleep, completely concentrated, and hardly eat or go to the bathroom.

HOURS DEDICATED TO VIDEO GAMES

For a study of habits of playful behavior, the measurement of dedicated times depending on the work or holiday nature of the days. In this regard, we have asked the children about the habits of using video games on the various days of the week and the dedicated hours on weekends and on school days. Children asked if they play or not every day of the week, the answers "yes game" they are the following: Monday yes: 24.2%; Tuesday yes; 22%; Wednesday I play: 25%; Thursday I play: 22.9%; Friday I play: 68.8 %; Saturday I play: 74.6%; Sunday I do play: 50.4%. The answers are summarized in the following graphic.
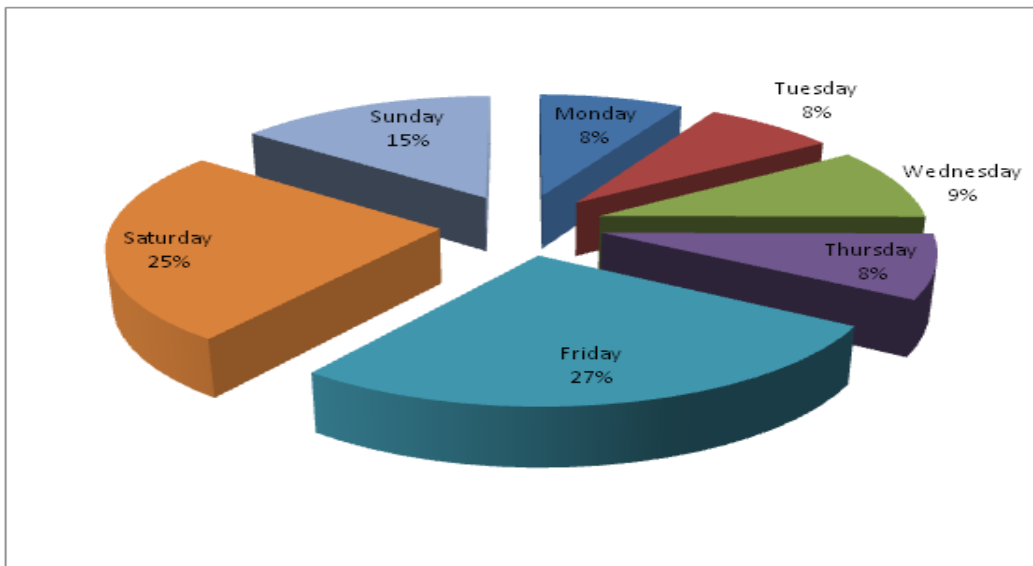
Figure 4: Percentage of Children who Declare Play Video Games for Days of the Week.

The predictable differences between the school days and daily days in the use of video games lead to ask about the hours that children declared to play with video games, distinguishing the school days and weekend days.
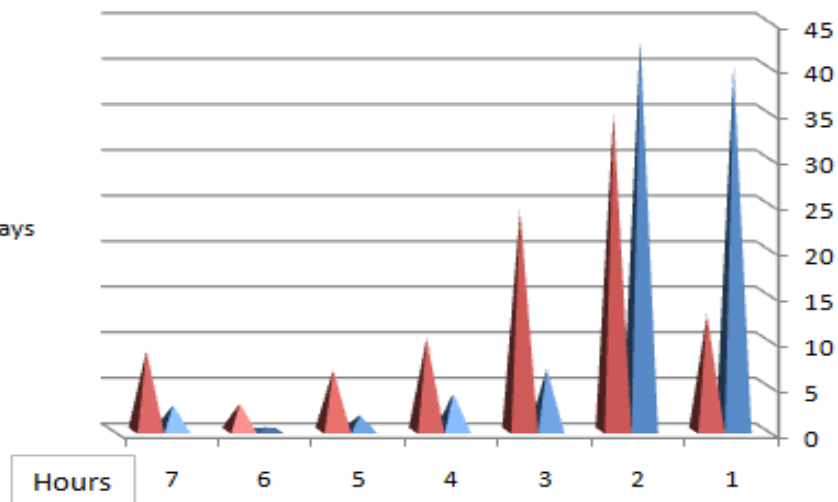
The results are the following:

Figure 5: Percentage of Children who Say they Play a Certain Number of Daily Hours with Video Games.

PLAY ALONE, PLAY ACCOMPANIED

It is known that the work of specialists in Pedagogy and Communication advise consumption in group (family, among friends, etc.) of audiovisual entertainment products. Particularly, in the stages of child development analyzed, the involvement of adults is considered interesting (parents, educators) in children's games. Hence, our interest in asking children if the elders (we asked about the parents' case) played with them. The answer we want to emphasize is that more

than 50% of children never or almost never play with parents. Data in good measure consistent with the answer given to the question that 36.6% of children always or they almost always play video games alone. We found it appropriate to provide the data by age in two of the questions asked, "play with parents" and "play alone". On the one hand, we are not still able to point out that there is a significant evolution in the response "play with the parents", as can be seen in the attached data. Playing video games with parents is a very minority option that is around 15%, if we add the answers "I always play with my parents" or "on many occasions I play with my parents". The differences between boys and girls, although they probably exist, we cannot affirm them flatly with the data we have.

HOW TO GET THE MOST OUT OF VIDEO GAMES

It is very important to foster a friendly and pleasant family atmosphere, using this type of games as another incentive to encourage communication and contact with your children. Never use video games as babysitters. Better spend time with your children and motivate them to have a taste for art, reading or sports. Some titles even encourage the learning of some aspects, but you can complement it with other activities.Learn to detect high risk situations. Stay alert if your child shows any behavior derived from the inappropriate use of video games. Some behaviors that you can observe are:

- Compulsive use, run to play them just get up or at the shortest free time you have.

- It shows changes in their behavior (impulsivity, violence) and in school performance.

- It has become too introverted. Has low or no interest in other activities or hobbies.

- He goes into small thefts and denies it when questioned.

Figure 6.

CONCLUSIONS

In this work we have addressed the controversy around video games and their effects psychosocial, reviewing the arguments against and in favor of them. We have proven that the controversy is not based solely on scientific arguments but often also in opinions, ideologies, prejudices and arguments morals. On video games it seems to be more what is taken for granted than what is it has been shown in most of the areas analyzed, children who use smartphones, video games or tablets have different paths in their brains. MRI reaches even further to show premature thinning of the cortex. Thinning is considered as an aging process. Scientists say that they still don't know if this is bad. Therefore, children will continue to follow for several years to study the impact on their intellectual and social development as well as their health. The studies apply diverse methodologies and different models, often without enough theoretical foundation. On the other hand, the results tend to be nuanced in function of the sex of the users, the type of video game support, the place of game, the research method itself, and other aspects. Finally, it deserves the worth noting the difficulty of comparing the possible effects of video games twenty years ago with those of the current games. The changes in the technological field, with being huge, they are not the only ones: society itself has also changed, and very especially, teenagers and children. So far there are no scientific studies conducted with sufficient rigor and independence to allow determine without a shadow of a doubt that the use of these games or toys cause or may cause immediate or foreseeable damage to children and young users, or induce criminal or socially reprehensible behaviors.

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