The replacement of traditional games by virtual entertainments in interface with the development of the child: Some considerations

A substituição das brincadeiras tradicionais por entretenimentos virtuais em interface com o desenvolvimento da criança: Algumas ponderações

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ABSTRACT

In the conception of De Pontes (2017) the period of the Middle Ages was marked by the non-existent concept of childhood, so age did not have a special weight. People lived in a timeless way, regardless of their date of birth or their own age. For a long time the idea of childhood did not exist, not having the knowledge of the phases of life that is currently presented, such as childhood, adolescence and adulthood and late adulthood.

Keywords: Games, Virtual, Development, Child.

RESUMO

Na concepção de De Pontes (2017) o período da Idade Média foi marcado pelo conceito inexistente de infância, sendo assim, a idade não tinha um peso especial. As pessoas viviam de maneira atemporal, sem se importar com a data de nascimento ou com a própria idade. Por muito tempo a ideia de infância não existiu, não tendo o conhecimento das fases da vida que se apresenta atualmente, como fase da infância, adolescência e fase adulta e adulto tardio.

Palavras-chave: Brincadeiras, Virtual, Desenvolvimento, Criança.

1 INTRODUCTION

In the conception of De Pontes (2017) the period of the Middle Ages was marked by the non-existent concept of childhood, so age did not have a special weight. People lived in a timeless way, regardless of their date of birth or their own age. For a long time the idea of childhood did not exist, not having the knowledge of the phases of life that is currently presented, such as childhood, adolescence and adulthood and late adulthood.

Ariès (1986) explains, in the work "Social history of the child and the family", that around the twelfth century, childhood was still unknown. Perhaps childhood had no place in this medieval period. The figure of the child was very distinct from what we know today. Children were classified as small-sized or miniature men and were not valued as important beings in society.

For Sarmento (2002, apud DE PONTES, 2017), children were seen as mere biological beings, without any kind of recognition. As much as history shows that there have always been children, it also shows that there was not always a notion of childhood, not having a recognition of this phase, however play already existed. This shows that playing was not only an activity related to the child, because the adults also played, at the parties they shared the dances and had fun. This makes it clear that play is for everyone, however it is essential that the action of playing is explored from the first years of the individual.

Currently, play is defined as "entertaining yourself with toys or children's games" (BRINCAR, 2023). To express a certain action, it is necessary a lot of creativity, even with few resources, the child has the ability to make a single object have several possibilities. Games do not necessarily need a concrete physical structure, such as a board or pieces, it can also be expressed by the individual himself, by the use of his own body.

The act of playing has existed since the earliest times when humans lived in caves, play was expressed through drawings made on the walls and also dance (FULAS, 2019). The game has a long existence and has been changing over time.

According to Ariès (1986), in the past, to play was to reproduce the behavior of the adult through the playful. The girl who took care of the doll represented the mother taking care of a child, riding on a broomstick saying that this object was a horse, nothing more than a representation of the cavalry of the time. Currently this has not been completely lost. The question is, what are children currently wanting to reproduce?

Tradition can be considered something that accompanies a generation, usually carries a meaning that is sometimes hidden, already cares less about knowing the origin, but in experiencing the action, in the same way it works with the games. Traditional games have a great impact on child development, because play promotes the child's action.

For Louro (2015), through play, the interaction of the child with the environment is promoted, developing physical, social, cultural, affective, emotional and cognitive aspects. Thus, play contributes greatly to the development of the child, enhances significant capacities such as imagination, memory and attention. More than that, it is a strong ally in the improvement of motricity, sociability, affectivity and creativity. Through play, the child prepares for adult life, because it is by playing that he assigns meanings and learns.

Play is a spontaneous and authentic interaction of the child. According to Santos (2015), through play she develops her skills, enabling experiences of better knowledge of herself and contributing to the socialization process. In this way, when the child plays he experiences new sensations and perceptions, for she not only feels something when she plays, but also assigns a meaning to playing.

Play is very important, being present from the first years of life, with parents or caregivers as the one who practices it. Play can develop sensory and cognitive skills in children, being the best way to interact with parents and the environment in which they live (SANTOS, 2015). From its birth the child goes through various stages or stages of development. For Piaget, development takes place by stages, being them sensorimotor, preoperative, concrete operative and formal operative (PADUA, 2009).

Currently, traditional games have lost space to virtual games, this substitution compromises in part the stages mentioned earlier. Technology has gained space today, and especially in the lives of children and adolescents. When the child exchanges the movement of running and jumping for video games, cell phones, tablets and computers, it damages their physical, mental and psychosocial health (PAIVA; COSTA, 2015 apud MORAIS, 2018).

2 GOAL

Considering the relevance of the subject addressed, due to the early and excessive use of virtual entertainment, the present work aims to discuss the replacement of traditional games and their relationship with child development, as well as the damages that can arise from the excess of virtual games.

3 METHODOLOGY

The present work was carried out through a bibliographic research, which consists of a review of the literature related to the theme of playing. Books, articles, websites and journals were used. Thus, the theme addressed has the purpose of gathering literary aspects about a given proposal.

In the bibliographic research is introduced the improvement and updates of academic knowledge, which was carried out through investigations and works already published. Through the bibliographic research, the scientific research begins, allowing a greater understanding of the study phenomenon. In this way, academics seek scientific works for the understanding and analysis of the research proposal (DE SOUSA, 2021).

4 DEVELOPMENT

According to Pereira (2021), through play the child has several benefits, play can be a strong resource in the teaching and learning process, contributing to development. When the child plays, he interacts with the environment, and learns to have respect for the rules, mutual cooperation, creativity, reasoning and acquisition of spontaneity. Not playing causes disruptions in the child's cognitive processes.

Previously, scenes of children playing in the street of catch-up, hide-and-seek, rollerblading or any or play that promoted the movement of running, jumping and interaction with each other, were common scenes. The traditional games of wheel, doll, ball, among others, are not currently constituted as a toy or

favorite game of children. Technology is present everywhere and influences the way people communicate, study, work, shop, among other activities (DE PAIVA, 2015).

Electronic devices, such as computers, mobile phones, tablets, have generated new possibilities of access to "information", modifying or creating new ways of communicating. This dynamic changes entirely in the cognitive, affective and social maturation of children. Among these harms are anxiety, social isolation, the appearance of problems, such as childhood sedentary lifestyle and difficulty concentrating (DE PAIVA, 2015), which can easily be confused with attention deficit hyperactivity disorder (ADHD).

The author also states that the children of this century have technology as predominant in their daily lives, making it indispensable and practically impossible to live without it. It is easy to find children who have not been literate mastering resources available through electronic devices, without having any specific goal. They learn to use technology, but they are not able to tie their own shoelaces. The creative phenomenon is lost in this process because it is not necessary to explore the resource in a genuine way, some cognitive or psychomotor factor is lost in this process.

In this perspective, the creativity of the child is explored through play, the contact he has with the playful favors significant experiences that directly influence his feelings, emotions, reasoning, relationships and motor coordination. According to Rodrigues and Nunes (2010, p. 190), "The child expresses himself, discovers, experiences, develops, forms and reforms concepts, distinguishing his desires, needs and fantasies from reality."

It is perceived in this way that the child seeks to reinvent himself through games and games, has as an ally his own imagination, but a child in his healthy mental state is able to differentiate his fantasies from the real world. When faced with excessive use of games *online* A dissociation from reality may occur, because considering the fact that the child seeks to imitate what he perceives in the context in which he is inserted, he ends up bringing to the real world what is learned in the virtual world. If the content with which the child has contact expresses violence, this is what will reproduce and this can appear in various ways or in various environments, such as home, school, etc.

As stated by Silveira and Moura (2022):

> Play functions as a scenario in which children become capable not only of imitating life but also of transforming it. By playing, children expose their feelings, learn, build, explore, think, feel, reinvent and move. (SILVEIRA; MOURA, 2022. p. 236).

Each child experiences their fantasies according to the stage they are in. Jean Piaget mentions in his theory six stages for development, but we highlight four in which they present the characteristics of the child in each of them, emphasizing how important the age factor is for this development to occur in a healthy

way, as the age advances more maturity is expected, this maturity is directly related to the abilities. Let's look at the following stages:

4.1 SENSORIMOTOR

Period characterized by preceding language, occurs around 0-2 years. The child does not recognize permanent objects, that is, that which is not in his perceptual field he does not attribute notion. In this period the child begins to perceive himself as an object that interacts with other objects, thus giving rise to the idea of causality. There is also the idea of differentiation, in which the individual can differentiate the objects, become aware of their nature and possibilities of actions on these objects.

4.2 PREOPERATIVE

The preoperative stage is an extension of the first stage of development that Jean Piaget points out, the sensorimotor stage. The process of passage from the sensorimotor period to the preoperative period is the emergence of the symbolic function, language. In this period from 2 to 7 years of age, children begin to think symbolically and learn to use words and images to their advantage in order to represent objects. The development of thinking with language takes shape, beginning the questions of children, that is, the phase of "whys".

4.3 OPERATIVE-CONCRETE

It starts approximately between 7 and 8 years. The child at this stage begins to transform into action something that was thought, this is due to the fact of being able to internalize the actions, no longer needs everything to be physically palpable, but has the ability to solve some things mentally. Despite having this advance in development, it is still a limited action, the improvement of this skill will arise around 11 years of age, for this reason authors differ on the age range of this stage, however we can consider its onset by about 7 to 8 years of age.

4.4 OPERATIVE-FORMAL

It begins around 11-12 years of age, at this stage the hypothetical-deductive reasoning begins to be present in the child's world. At this stage there is the migration from child to adolescence and with this comes the potential to deal with abstract issues, to understand what is reflective. Because this is the last stage, it ends up accumulating "baggage" of knowledge, due to having gone through the other stages. The previous stages are not lost, the individual only potentiates, improves the knowledge that he already has from what has already been developed, that is, his perceptual field begins to be better understood and interpreted.

It is perceived that the individual goes through cognitive changes throughout life. It is extremely important that for the good development of the child that these changes occur gradually and in a healthy way. One of the ways to stimulate the child to develop healthily within each stage is through playfulness. Traditional games explore precisely what has been presented by Piagetian theory. But how can we relate play to physical, cognitive and psychosocial development?

Traditional games have several tools that help in the development of children, games that stimulate to think, move, create, express, are strong allies for a healthy development (PERANZONI; ZANETI, NEUBAUER, 2013). We must not forget that playing is reproducing, it is projecting, so it will not be something that will be limited only to childhood, somehow play will have repercussions in adult life. The adult of today is the child of yesterday and his experiences accompany him throughout his existence.

As we saw earlier, play favors the development of children. Let's look at some of them and how they can lead to developments:

4.5 TIN LEG

This game consists of balancing on top of two cans and making a journey on top of them, supporting the body with the aid of only a string that is attached to the cans to assist in movement. This play can be seen as insignificant depending on the look, but when we stop to see the complexity that there is in creating an instrument and assigning a function to it, we can perceive creativity coming into play, not only that, but also is working motor development, attention, strength and balance.

4.6 HOPSCOTCH

This game needs a lot of precision in the movements. They stimulate mathematical logical reasoning and keep the body in constant motion until its completion, this contributes significantly to physical development. Activities that promote the movement of the body are beneficial to prevent the appearance of diseases, such as obesity.

4.7 CAT'S BED

It consists of creating several figures with a rubber band just using the hands. It needs creativity and spatial understanding for the realization of this game. It stimulates motor coordination and favors the emergence of new neuronal connections.

4.8 PLAYING WITH DOLL

This joke alludes to maternal care, taking care of a doll in a similar way to the care of a baby. In addition to being a preparation for adult life, it is a game that involves many feelings related to caring, for

example, empathy, demonstration of affection, among others. Also arises the opportunity for conflict resolution, when in the child's fantasy the baby (doll) is crying, hungry or needing to change the diaper. The child reproduces elements of a good enough maternal figure (WINNICOTT, 1999).

4.9 MOM, CAN I GO?

This is a game that does not require physical / concrete resources, just a voice command. A child asks, "Mommy, can I go?" Another child replies, "You can!" Soon the first child asks again, "How many steps should I take?" And the answer is, "Two elephant steps, or 3 ant steps." In this simple game, which takes place through a dialogue, we can take several learnings. First, it assists with regard to rules and respect for authority figures, in this case represented by the mother figure. Another point is leadership; We usually think of the child who plays the role of son, but if we think of the one who plays the role of mother, we can realize that she is in negotiating power, a figure of order and leadership. It is also worth mentioning that the fourth stage of Piaget is noticeable in this game, the steps of elephants are symbolic, there is no way to do it literally, not even those of ant, so the child can understand that he needs to take long steps (elephant) or short steps (ant).

It is noted in this series of traditional games and games, illustrative of a much wider universe, that these go far beyond a pastime, as there is a physical, cognitive, psychological, social and motor benefit behind each of these games. However, with the replacement of these playful resources by virtual entertainments, children have had a greater impairment of these functions. Many children who use virtual entertainment too much may present changes in mood behavior and playfulness, irritability, boredom, anxiety, impatience, changes in sleep, frustration and addictions (SILVA; SOUZA, 2021).

The authors go on to point out that The practicality presented by electronic devices makes children sedentary, less resilient, because if they get bored of one game they easily exchange for another, end up being more immediate, dissatisfied and do not deal well with adversity. According to Santos (2020), technology has become an object of replacement of the maternal or paternal figure, that is, parents use this tool to calm or entertain the child, and so they can perform daily activities. However, they do not realize the damage that this can generate for children.
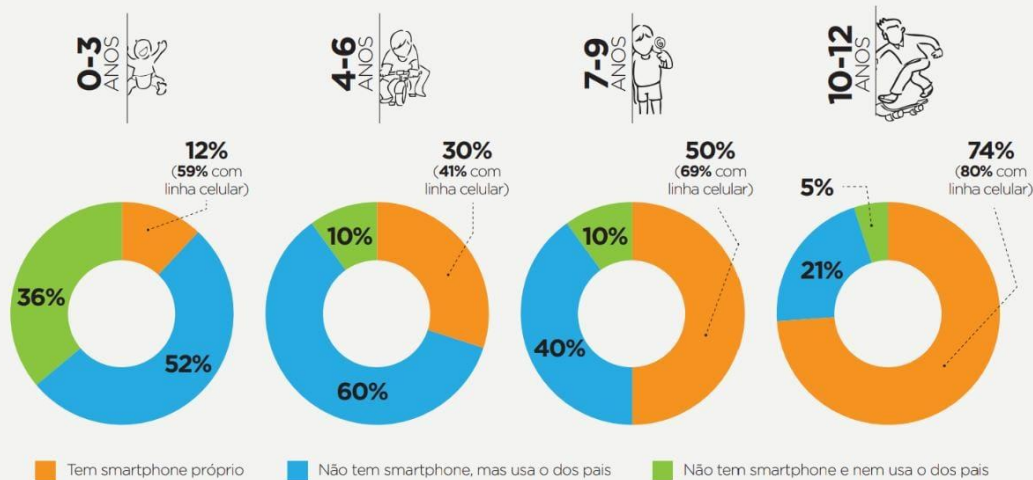
The chart below shows children's involvement with virtual entertainment:

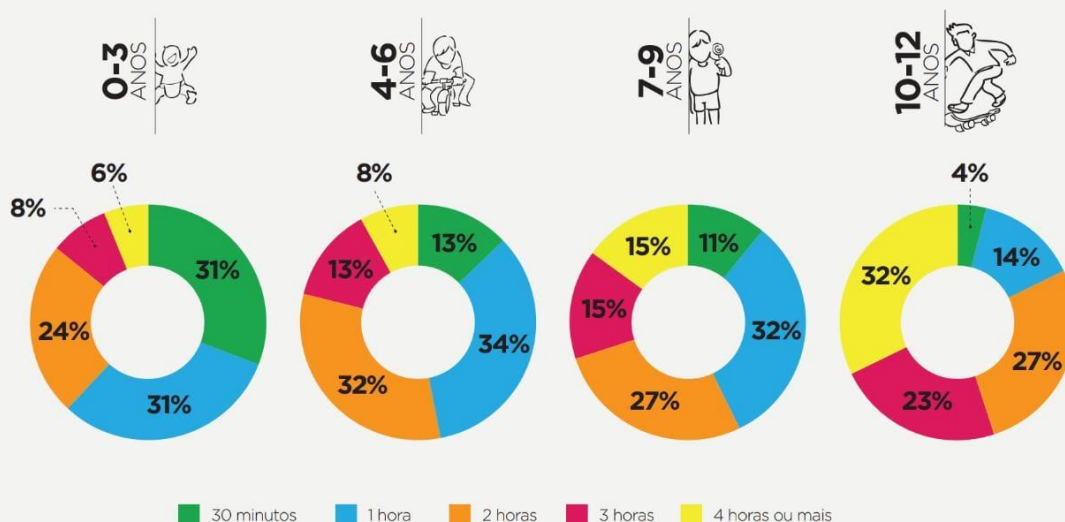**ACESSO INFANTIL AO SMARTPHONE POR FAIXA ETÁRIA**

Pergunta: A respeito do uso de smartphone pelo seu filho(a), você diria que: **a)** Ele(a) tem smartphone próprio; **b)** Ele(a) não tem smartphone, mas eu deixo usar o meu; **c)** Ele(a) não tem smartphone e nem utiliza o meu.

Base: 1.580 pais de crianças de 0 a 12 anos

0-3 ANOS
12% (59% com linha celular)
36% · 52%

4-6 ANOS
30% (41% com linha celular)
10% · 60%

7-9 ANOS
50% (69% com linha celular)
10% · 40%

10-12 ANOS
74% (80% com linha celular)
5% · 21%

■ Tem smartphone próprio ■ Não tem smartphone, mas usa o dos pais ■ Não tem smartphone e nem usa o dos pais

QUANTO TEMPO AS CRIANÇAS PASSAM NA FRENTE DA TELA DO SMARTPHONE POR DIA?

Base: 1.318 pais de crianças de 0 a 12 anos que têm smartphone próprio ou acessam emprestado o dos responsáveis

0-3 ANOS
6% · 8% · 31% · 24% · 31%

4-6 ANOS
8% · 13% · 13% · 32% · 34%

7-9 ANOS
15% · 11% · 15% · 27% · 32%

10-12 ANOS
4% · 32% · 14% · 23% · 27%

■ 30 minutos ■ 1 hora ■ 2 horas ■ 3 horas ■ 4 horas ou mais

Source:https://criancaeconsumo.org.br/wp-content/uploads/2019/10/panorama-criancas-celulares-out19.pdf

The graphs above show the early use of smartphones. Children aged 0-3 years already have a mobile phone, the percentage of children in this age group who use smartphones for an hour is 31% and 24% use a screen for 2 hours. We can infer that there is a significant influence of parents or caregivers in this process, because someone needs to present this object to children. It should be noted that as the age group increases, also the time of exposure to the screen grows reaching a percentage of 32% of children from 10 to 12 years old who use the screen for 4 hours a day or more. With so much time involved in virtual games, they will not have enough time to invest in traditional games, thus favoring the emergence of a generation in rupture development relative to the expected gains when playing extra virtuality.

5 FINAL CONSIDERATIONS

As devices and electronic games grow, they are gaining space among the little ones, becoming an object of desire for many of them, causing other games to become less and less interesting. It is perceived that they are transforming as technology grows, because play has gone through a process of change, and the ways of relating as well. In this way, play is suffering strong technological influence and impacting its users.

The insertion of virtual play begins with the parents, as a way to entertain the child so that they can perform their actions/activities/work, so they exempt themselves from the function of playing with the child, because with so many stimuli their presence in make-believe does not seem to be as significant as in traditional games. The parental figures are no longer so "imitated" in virtual games, usually these games do not prepare the child for adult life, can come to promote a parking or even regression of the phase in which they are, because they do not have to worry about exercising creativity so often. According to De Paiva (2015), due to the increase in technology in homes, there was a distancing in family interaction, having little physical interaction and the gradual number of children who depend on technology for many hours a day having a significant increase in the number of anxiety for the use of technology and lack of balance to the use of the tool. These factors influence the way in which these children express their feelings, afflictions, and desires through the real world.

Given all this, we believe that the problem is not in the insertion of virtual games in society, but in the replacement of traditional games by them, because with this there is also a replacement of a good cognitive, social and psychomotor development by loss of resilience, isolation and sedentary lifestyle, that is, it is not a fair exchange, better to say, healthy. Oliveira (2007) states that, for Klein, playing is a way of accessing the child's unconscious, that is, playing will demonstrate what he is keeping for himself according to his historicity.

The child who has the excessive use of virtual entertainment, can hide with him the roots of the problems in social, intellectual and emotional development, contributing negatively to impairments in learning and social relationships as mentioned, because what really appear, are only symptoms of something bigger.

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