

Influence of Videogames on Student Behavior

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Abstract--- For a few decades, new technologies have evolved in such a way that the current generations since birth are impregnated with a different culture from earlier times, this seen from various environments. Visual and sensory development increases in these processes where it can be linked to brain development, if we compare it with other generations it shows how this learning process is faster. Bibliographic analysis from different dimensions has allowed us to know the link between the application of video games and the teaching-learning process, which is used as a teaching resource in the formation of new knowledge that contributes to the acquisition of information. The excessive handling of these virtual applications can cause health problems; such as sedentary lifestyle, anxiety, obesity, or physical malformations due to posture, thus altering the normal lifestyle of the video player and his family. Video games influence the behavior of children, depending on the social environment where they develop as they are the school, their family and their implicit characteristics of their personality, in this environment teachers and parents are responsible for controlling the use of children. Electronic devices and games according to their needs because they can cause disorders in different scenarios, due to lack of control or emotional problems.

Keywords--- Behavior, Brain, Learning, Technology, Video Games.

I. INTRODUCTION

Children have now adopted distraction measures according to the digital age in which they are developing, associated with a constant evolution; which has transformed society into agents receiving information where creativity, innovation, entertainment, and ideas have influenced the change of mental structures, which have been carried out by the use of computers, smartphones, mobile phones or game consoles.

Rojas (2008), points out that the use of video games has resulted in several types of disturbances in the health of children especially in eating, neurological or behavioral disorders, this background has modified the lifestyles of children and young people coming to be considered as the language of this era. The technological advance has allowed the traditional game to change its structure, reaching a digital evolution combined with entertainment, adopting the name of the video game, which allows the participation of one or more players in different environments, either through the network or the physical environment, the powerful attraction that it exerts on children generates that they become addictive consumers thus creating great profits for the technology industry.

Parental supervision in the use of electronic devices is short so it is necessary to have a formal digital notion that directs the video player to proceed in a responsible manner (Peñalva & Napal, 2019; Alcívar *et al.*, 2019; Djahimo *et al.*, 2018), digital games are identified by allowing simulate practices, by means of an electronic device that controls the mind of the user, it is necessary that there be adult supervision due to the high risk to which they are exposed.

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Based on an investigation carried out by Andrade & Moscoso (2019) in the city of Cuenca- Ecuador, they found that addiction to this type of activity predominates in the male sex, especially in minors in the school stage; who have much of their rest time in activities of this type, electronic devices become increasingly commercial designed to get the attention of consumers. In this technological world it is unavoidable to know the functioning of the brain, through the external factors that the human being receives and that influence the various disciplinary fields of the same, allowing to understand the cognitive knowledge that they acquire through the ability they obtain (Rubio, 2013; Rodriguez *et al.*, 2020; Sidiartha & Pratiwi, 2018). The process of reflection is unique to the human being and the progress of science has allowed us to make sense of the changes achieved based on coexistence and experimentation with the real world.

According to an investigation carried out in Spain by Moncada & Chacón (2012), they indicate that the effects of the use of video games, especially those of active type are more beneficial than passive ones since body movements that are linked to a better condition of Life and the second types of game create a sedentary lifestyle and obesity. The diseases associated with gambling addiction are diverse, causing health risks when exposed for long periods of time to the internet.

The responsible use of video players should prevail so that there are no complications that can develop with the excessive use of this technology. The World Health Organization (WHO) includes this dependence as a mental disorder, which leads to serious negative complications such as increased interest in gambling caused by easy access and lack of supervision of its unlimited use of its application.

Video games do not always help to learn, in this work a wide bibliographic investigation is carried out, based on the problems of the use of video games through electronic devices, which cause physical and psychological sequelae in children, it is essential to know whether to play video games it hurts the brain and how it influences the integral development of children. This research aims to address the relationship between the use of digital games, with injuries that may affect the functioning and structure of the brain, in addition to altering the physical, psychological and social development of the individual to know how these practices, they modify together with the neuroscience in the cognitive development of people and the change in their lifestyle.

II. MATERIALS AND METHODS

To carry out this research, a literature review was conducted taking into account information related to the factors associated with the use of video games and the intervention of the brain in these processes at an early age, through a national and international database where they have been discussed topics of interest and current affairs. The methods used for the investigation were the scientific, analytical-synthetic and the inductive-deductive, from which the theoretical elements referred to reach the fulfillment of the proposed objectives were deepened.

Analysis and discussion of the results

Most children from an early age use virtual tools to play or as a means of discovery, sometimes creating addictions that cause behavioral problems in the development of personality, many of them can be caused by excesses of time in use, sometimes not controlled by adults. On certain occasions adults influence negatively by allowing the indiscriminate use of games through electronic devices, thus disrupting the comfort zone without taking

into account that children and young people can perform other leisure activities that help the development of mental health and physical.

Videogames in children

Some authors suggest that videogames have become leisure time activities for children and adults, who indicate that the activities they experience before these games become challenging for them and demand an effort to achieve them (Barbabella & García, 2015; Teran *et al.*, 2019; Tjiang & Sidiartha, 2018), netizens must differentiate the characteristics of playing in front of a screen and outdoors, distinguish the fictional world and real-life to measure the consequences that they can generate.

The incorporation of technological means, which are part of the daily life of individuals, have become teams that are difficult to avoid or prohibit due to technological progress and easy access to them, being a distraction that consists of playing with other people or with the machine is able to turn into various situations in a vice that induces violence or alters physical or mental health.

Scientific advances have shown that video games influence the functioning and structure of the brain, where many authors suggest that better skills are created primarily in older adults, where the brain is flexible and could improve memory attention that in many cases decreases with Age (Rivera & Torres, 2018; Suarez *et al.*, 2019; Suarjana *et al.*, 2017). As time goes by, video games are used at an earlier age, children are increasingly bold in managing the internet, seeking entertainment on the network and handling electronic equipment, which has become the most famous forms of fun thus expanding among communities of children and adolescents.

According to the use of video games in children López (2016) comments that these lead to the development of the individual, especially in the modification of neuronal structures, improving the ability to perform tasks due to the ease of concentration; It also allows you to acquire skills based on current digital skills that present entertainment alternatives. The way you learn today is more interactive.

Recognizing the time limit of the game becomes a fundamental basis for its use, Restrepo, Arroyave, & Arboleda (2019) mention that the increase in the period dedicated to these online competitions can cause variation in behavior, health disorders or displacement of their responsibilities from daily activities.

Types of video games

The world of video games is very broad, whose purpose is entertainment through various applications they offer. According to Quispe (2019), it confirms that for the use of this type of recreation to be accepted it must have a violence-free content. The games motivate the individual to change their attitude towards society, sometimes causing acts of violence.

Games executed through virtual platforms provide the user with various contributions in their development, such as the activation of the senses and concentration. Its classification is derived according to the game mechanics, in which various skills such as reflexes, problem-solving, digital literacy, communication and critical reasoning are stimulated.

According to several investigations, Rivera & Torres (2018) suggest that there are different types of video games. Figure 1 shows the types of videogames that are used for entertainment, which are used at different ages in both adults and children and adolescents.

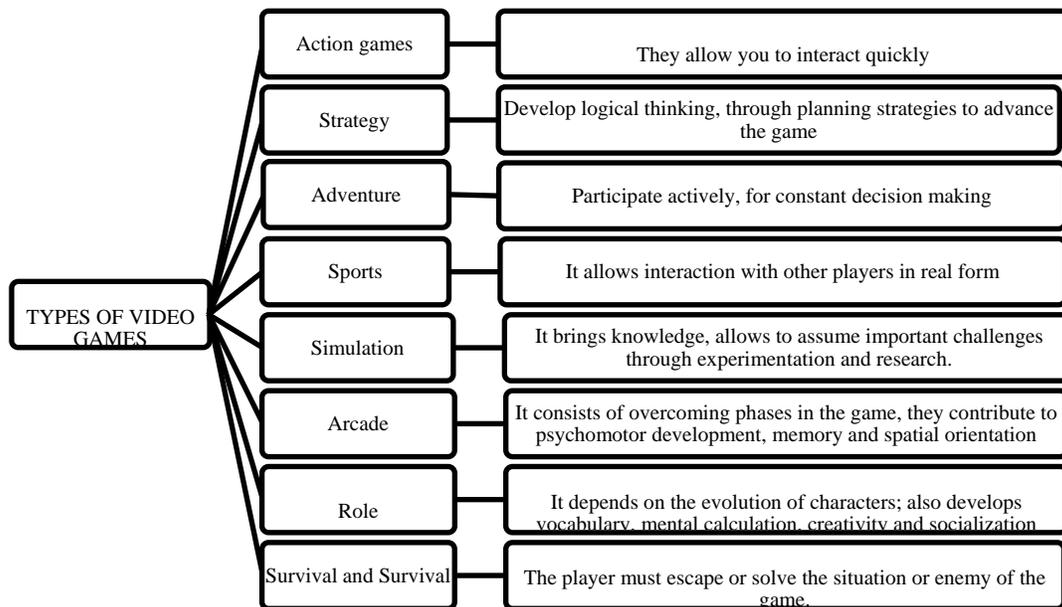


Figure 1: Types of videogames

Source: Prepared with information from (Rivera & Torres, 2018)

Influence of videogames on health

A sedentary lifestyle is a worrying reality, which negatively influences physical development; it does not allow to acquire good habits of life being the excessive use of inappropriate technology as it is not an active physical activity (Beltrán, Molina, & Valencia, 2011). Acquiring a new lifestyle beneficial to health becomes increasingly distant due to the advancement of science and technology, makes human beings increasingly move away from reality and that their mental structures do not develop according to the surrounding environment.

Another disorder caused by the excessive use of video games is obesity caused by the lack of physical activity, and at certain times people can have violent behavior by spending most of their time to be in isolated places where it makes use improper feeding (Chacón, 2018; Khanum & Siddiqui, 2018; Markolinda & Sawirman, 2018), causing sequels that not only affect the video player; but also to the family.

Anxiety, anguish, and discomfort are factors that are present in people who make indiscriminate use of the games for the desire to win or if they finish the game they will feel the need to continue playing and their emotional state and behavior is exacerbated (Quispe, 2019; Suiroaka *et al.*, 2017; Suryasa *et al.*, 2019), it is necessary to control the time of the game to avoid negative conditions that trigger physical conditions in the hands, fingers or spine, causing malformations and even mentally, away from reality (González, Báez, Arrúa, & Ayala, 2019).

In each subject the consequences are dissimilar, anxiety can manifest itself in different levels of intensity, with symptoms such as dizziness, rapid breathing, tremor, fear, fainting, fatigue, discomfort, nervousness, in other cases children refuse to perform school tasks or frustration for not completing them as they wanted or even resisting attending school, sometimes coming to resort to treatment through the specialist.

Video game addiction

The excessive practice of activities that affect the health of the human being, regardless of the scope, deteriorates the routine and creates harmful habits in the normal development of the person, excessive use drives the person to feel the need for invest time, money and energy to continue dependence (Gavilanes, 2015; Tuarez *et al.*, 2019; Tumbaco *et al.*, 2019). In children, the lack of adult surveillance is reflected in the excessive time of these applications by multiple variables of today's society.

Technological advances have largely taken over vulnerable groups of children and young people due to the diversity of digital platforms that exist in the market and are found in the tables, video consoles, mobile phones used by digital natives and They are free to access to them. In Figure 2, the main causes that lead to the uncontrolled use of digital games are represented.

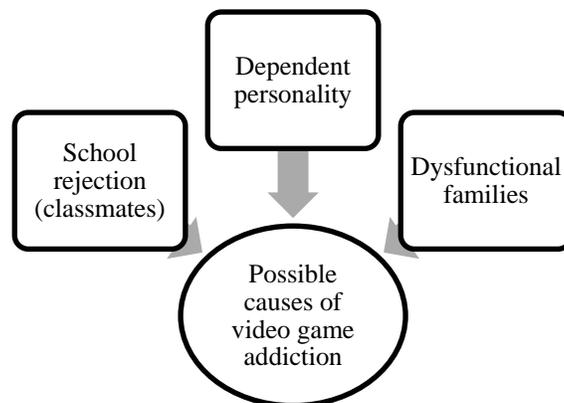


Figure 2: Causes that lead to the addiction to video games

The possible causes of addiction of the games are caused by various factors, such as the rejection of school due to withdrawal that leads to interact with an artifact to compensate for the need to share; Likewise, the problems that arise in the home where there are dysfunctional families video players develop dependency behaviors to isolate themselves from their surroundings.

Parental control represents a decisive element to achieve the reduction of the use dedicated to the game in digital platforms, improving interpersonal relationships, with the family or even in the academic field (Caycho, 2019; Palacios *et al.*, 2019; Palacios *et al.*, 2019) in the case of not being controlled the use of the technology or self-control, the video player can carry a danger, for the ease of contact with unknown people, in the event that the game is in line with the use of the internet.

The addiction to video games is related to the behavior presented by the subject driven by the need to devote more time than normal to this action, this dependence has now proliferated by technological advances and the use of the internet.

The subject who plays video games too much tends to isolate himself, not care about his physical appearance, hygiene, food, lose track of time, changes his behavior, sometimes causing discomfort to himself or conflicts with other people. Figure 3 shows the characteristics presented by the person with the addiction to this technology.

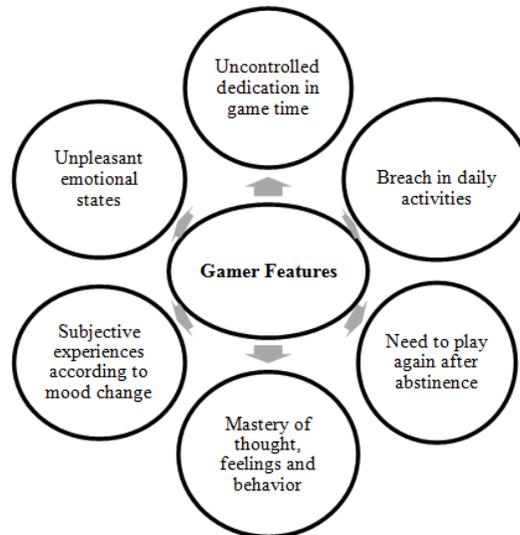


Figure 3: Characteristics that a video player presents

People who frequently practice video games tend to change their behavior, adapting new routines that make them characteristic, as well as the change of thought, behavior, feelings and, above all, the need to devote much of the time from day to the game through technology.

The popularity of this type of recreation is immersed in different ages, and sectors of society, concentrating especially in urban areas where the acquisition and use of technological tools through the internet that drive dependence on themselves, presenting symptoms such as the constant desire to continue or start a new game in the video game.

Video games and learning

In most cases, the use of technology helps in the learning process when it is controlled and guided by the family and the teacher. Play for children represents an important factor during its development stage; both physical and intellectual that contribute to knowledge. Educational videogames can favor learning through cognitive processes that are enriched by the link that exists with educational needs, with the game being the best way to learn.

In the development of classes, teachers apply a variety of strategies and teaching materials in order to achieve knowledge in the student, with the use of technology the teacher can be substituted for video games, they contain information based on content educational and of which there is diversity in virtual platforms (Gomez, Molina, & Devís, 2018; Espique, 2018; Hossain, 2018).

In the class, the teacher chooses the didactic resource that he considers necessary and appropriate for students, being not widely used, but video games are necessary, but one of the most pleasant and fun for students during the

process of acquiring knowledge. The educational value will depend on its good use, as a teaching resource allows interaction with the student through the dynamism it offers.

The practice of video games in the educational field, Casado (2018) refers to the objective of teaching and feedback as merited by the case, considered as a potential to encourage students and at the same time becomes a modern teaching tool aimed at the people of the new millennium, where ICTs are fundamental.

Serious games that allow the development of skills and motivate the knowledge acquisition process through social change are also used for cognitive development. Ledo, Gándara, García, & Gordo (2016) mention that these contribute to the treatment of various disorders that alter the development of the person, such as attention deficit hyperactivity disorder, autism, social phobia, food, behavior, learning, brain disorders - vascular.

Serious games have been incorporated into the educational process with the purpose of increasing motivation in the transmission and acquisition of knowledge, in addition to enhancing the individual skills that improve the activation of memory. For better efficiency, the accompaniment or supervision of an adult meets an important requirement in its application.

Impact of the videogame in the school environment

The potential offered by video games in education is led to the practice of problem-solving as a primary objective, where they develop cognitive processes such as imagination, spatial recognition, logical thinking, knowledge development and abilities.

According to the research carried out by Fuentes & Pérez (2015), they propose that video games also have a negative impact on the teaching process, creating addiction, aggressiveness, isolation and in many cases health disorders; but despite these difficulties, students acquire skills and strategies in thinking.

These digital tools, build knowledge through the dynamic practice they offer, also increase the learning process without being the main objective (children play by playing without noticing that with these tools they are developing their cognitive power), they do so implicitly, but if they exceed the limit of use they enter into an addiction that is shown in the teaching process when the teacher imparts knowledge when they are distracted not dedicating themselves to educational activities, obtaining results of low school performance.

Video games and cognitive processes Cognitive

Processes have been studied from different computer applications, some authors have worked on how video games influence the learning process, demonstrating that they can be used as mediating tools in formal and non-formal educational fields, either reading, writing (Jimenez & Martínez, 2018; Widiartini & Sudirtha, 2019).

Video games incorporate different attitudes in people, Rivera & Torres (2018) mention that they develop critical thinking by making decisions they make. This process refers to logical development, imagination, the creativity that makes them reflect to find the most appropriate strategy, which influences social and educational development.

Formerly video games were designed for recreation only, however, new generations of adults have understood how necessary this type of game can be in certain cases as a contribution to children's physical and cognitive development. Figure 4 indicates the benefits that contribute to the training of schoolchildren.

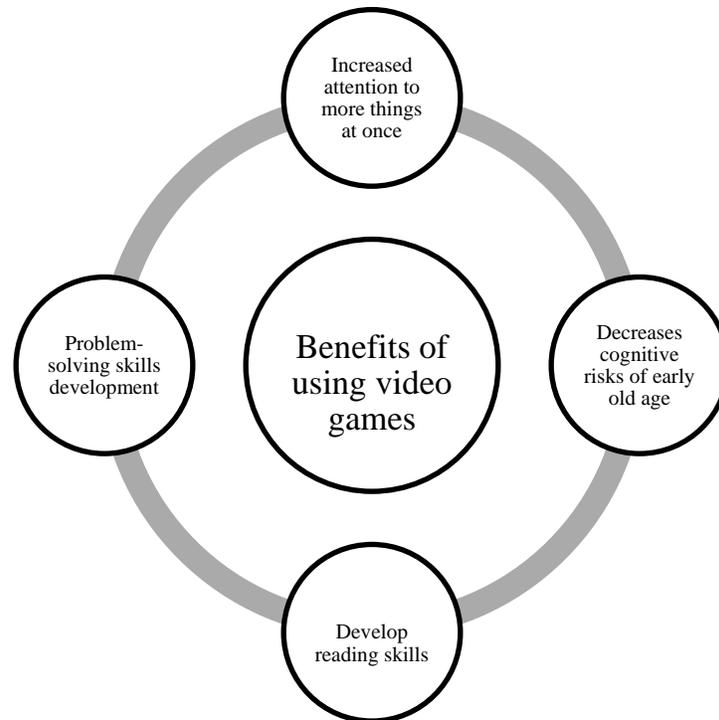


Figure 4: Benefits of using video games

The contribution that virtual games provide, improves brain development with the acquisition of skills that allow for improvement as in cases of dyslexia through reading skills and concentrating on more than two activities efficiently.

Another contributing factor is digital literacy through teaching in the use of technology, mass use is increasingly at an early age, at three years of age practically a large part of infants are already in school (Ferreiro, 2011). The technological advance allows undertaking activities according to current needs.

Prevalence of video games in learning

Video games improve the execution of tasks because it activates the visual reaction, attention, sensory and perceptual abilities. The neurological effects that are produced by the use of video games modify their structure, increasing the size and affecting the functioning, in addition to the benefits they have, it allows the development of spatial *viso* skills, without needing to receive much stimulation for its execution being more rapid.

Alterations that occur in the brain of people addicted to video games according to Marengo, Herrera, Coutinho, & Rotela (2015) report that they are affected by alterations in blood flow, increased secretion of dopamine; which controls the inhibited individual as the regulation of attention and memory functions.

For teenagers, video games have become everyday products, according to Muñoz & Segovia (2019) they are part of everyday tasks, becoming study platforms that make them learn in a more fun way through interaction with electronic equipment and in a remote context different from the educational institution.

Today's children interact freely with technology, Córdoba & Ospina (2019) indicate that video games influence the educational process by stimulating creativity, logical knowledge, literacy, and psychomotor skills; therefore, teachers consider it necessary to include virtual games in the classes with the purpose of motivating learning to make the student's knowledge more lasting.

Learning through video games is more fun and meaningful. Moral (2018) mentions that the resolution of network games where several players interact is beneficial because it allows the contribution of several different reasoning at the same time in search of the appropriate strategy for resolution, thus improving leadership learning, which enriches the practice and develops attitudes that contribute to the integral formation of the person.

Neuroscience and video games

Neuroscience as a science intervenes in all the processes of development of the human being, thanks to it man acquires wisdom, knowledge, can identify the good of the bad, the sweet of the bitter, the happy and the sad, It plays different roles in human thinking and development. Videogames being an action that allows the subject to obtain different skills that provide well-being, balance, living conditions in different periods of development and in the cognitive methods of children and adolescents.

In the case of hard sciences, video games contribute to cognitive development based on the opportunities offered by the brain, where neuroscience is involved in the development of skills. Some authors have studied the contributions of neuroscience to the improvement of strategies in mathematics instruction, stating that the training requirement is necessary where the teacher includes knowledge about brain function, its structures, and implications in the education of the subject (Mogollón, 2010).

With the facts of the technology video games have been developed that enhance the development of the brain and cognitive processes in students, allowing them to gain knowledge faster, being more skilled and developing love for the subject, many teachers have used as teaching strategies the development of games or videogames (González, Molina, & Sánchez, 2014) being the neuroscience responsible for the new technologies to potentiate cognitive strategies for the development not only of mathematics but of other subjects through this technique.

III. CONCLUSION

Videogames influence children's behavior, these depend on the social environment where they develop, school, family and their implicit characteristics; displaying in each individual attitudes that can be positive for their proper development or negative, as well as the decrease in relationships with others, carelessness in hygiene habits, irritability or non-compliance with their daily activities.

Teachers and parents are responsible for controlling that children and young people use technology according to their needs, which could become a powerful educational resource in and out of the classroom as long as there is

proper supervision of the electronic device used and that the type of game or other applications that you handle are according to your age.

Video games too much can induce disorders in different contexts, whether due to lack of supervision or emotional problems, the identification of changes in time will reduce dangerous sequelae that can lead to changes in health and that affect the player and their close relatives, who should look for strategies to help reduce this dependence on play.

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