v. 3, n. 13, 2023

International Journal of Human Sciences Research

USE OF SOCIAL NETWORKS IN CHILDHOOD: IMPACTS ON DEVELOPMENT IN SECOND AND THIRD CHILDHOOD

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Abstract: This article is focused on problems in the area of Developmental Psychology, regarding the understanding of the implications of the use of social networks by children in physical, psychosocial and cognitive development, in second and third childhood. The theme was addressed through an integrative bibliographical review, through which it was possible to understand aspects of human development, how children access social networks and how this implies development. According to the studies carried out, it was found that more and more children are present in the digital world, being exposed to different ways of expressing themselves, relating, communicating and interacting with different themes. In terms of access to social networks, it was found that the most accessed by this age group are Youtube, WhatsApp, Youtube Kids and Netflix. During the research, it was noticed impacts on the development of motor skills, physical imbalance, synesthetic experiences, melatonin production, identity construction, self-esteem, communication, control of emotions, learning process, memory and language development. Finally, in view of the different possible impacts on the child's development, recommendations were found for the time of exposure to screens in different age groups and also the need for guardians to monitor children's access to the digital environment.
Keywords: Psychology; Development; social media; children.

INTRODUCTION

A priori, according to Campos and Souza (2003), nowadays children are born in a context surrounded by technology, electronic devices and the media, which influence the construction of values and culture of individuals. This reality was also exposed in the research published by Tic Kids Online Brasil (2019, p. 109) with data from 2018 stating that "86% of children and adolescents aged between 9 and 17 years were Internet users, which is equivalent to 24.3 million connected individuals", with 20 million of these (82%) having a profile on social networks. Given the data that expose the visible growth of access to social networks by children and adolescents, it is relevant to understand how aspects of this access have been discussed in scientific productions.

	General average	0 to 3 years	4 to 6 years	7 to 9 years	10 to 12 years
YouTube	69%	57%	63%	70%	78%
WhatsApp	47%	15%	20%	50%	77%
YouTube Kids	46%	59%	63%	49%	30%
Netflix	46%	32%	40%	48%	54%
Tiktok	36%	15%	25%	39%	51%
Google	35%	14%	17%	37%	56%
Facebook	28%	10%	10%	14%	54%
Instagram	26%	9%	9%	18%	48%
Play Kids	22%	26%	32%	26%	14%
Spotify	13%	6%	5%	9%	23%

TABLE 1- Use of apps by age

Source: Panorama Mobile Time/ Opinion Box (2020), adapted by the authors (2021).

With a focus on social networks, it is observed that in the Panorama mobile time survey (2020), Youtube stood out with 69% of hits by children. This social network presents a variety of available contents which range from entertainment materials, propagation of culture to educational subjects. Still, in this same study with 47% of hits is WhatsApp, which offers an environment for instant messaging, calls and image sharing for cell phones around the world. (WHATSAPP, 2021).

In sequence, tied with 46% of hits on the overall average, are Youtube Kids, a platform made up of exclusive content for children, and Netflix, a streaming service that offers series, films and documentaries through different electronic devices. (NETFLIX, 2021). That said, the data collected reveals that Youtube, WhatsApp, Youtube Kids and Netflix are the four social networks most accessed by children.

It is noticed that the field of investigation for this theme is wide, with several academic productions that discuss the relationship established between childhood and access to social networks, both national and international. In order to answer the question of how social networks can influence child development, we sought to characterize aspects of child development through an integrative bibliographical research of scientific publications about children and the use of social networks, in addition to identifying the impacts of this access on the development of second and third childhood.

For the survey and selection of scientific material, databases such as Latin American and Caribbean Literature in Health Sciences (LILACS), Virtual Health Library (BSV), Scientific Electronic Library Online (SCIELO), Portal de Periódicos Electronics in Psychology (PEPSIC), Coordination for the Improvement of Higher Education Personnel (CAPES periodicals), Computers in Human Behavior Magazine and research such as Panorama Mobile Time and Tic Kids Online Brazil and, for this, keywords and pre-defined criteria were used. selected.

After analyzing the dimensions discussed, an understanding of aspects of human development during second and third childhood was elaborated, considering the current moment in which the use of social networks has reached one of the highest rates and, therefore, it is important to verify its effects on the population.

THEORETICAL REFERENCE

ASPECTS OF CHILD DEVELOPMENT

The individual, since his birth, is inserted in an environment, a context by which he will be influenced and will exert influence over, throughout life, thus, it is understood that early in childhood the child acts as an agent of change. (NASCIMENTO; VIEIRA; BARBOSA, 2020). That said, human development is a process that begins in the period of prenatal life, from conception to birth, and continues until late adulthood, equivalent to 65 years onwards. This process is influenced both by the external environment: family, neighborhood, socioeconomic level, race/ethnicity, culture and learning, and by genetic factors. (PAPALIA; FELDMAN, 2013).

Despite external and biological influences on development, it is possible to measure the expected characteristics for each age group. Baltes (1987, p. 613, authors' translation) through the concept of multidirectionality expresses that "during the same periods of development the functioning of some behavioral systems increases or decreases", and development will occur at different times for each one. In this context, Papalia and Feldman (2013, p.49) understand a critical period as "a specific time interval in which a

given event, or its absence, causes a specific impact on development". The so-called normative influences, that is, the biological and social events that occur at times and with similar duration for most individuals, imply developmental characteristics such as plasticity, that is, a person's ability to adapt to different experiences in the quite. (NERI, 2006).

It must be noted that even with the possibility of individual adaptation due to plasticity, each period of the life cycle is important, as learning will influence future experiences. For Baltes (1987, p.613, translation by the authors) "throughout life, development consists of a joint occurrence of gains (growth) and losses (decline))" [1], that is, given different skills, the individual may improve or decline in some of them throughout life. These gains and losses may be related not only to biological development, but also to external stimuli to which it is exposed, which implies in all spheres of development.

Once the individual is inserted in a certain historical-cultural context, culture is an aspect that influences his development due to the transmission and learning of behaviors in the members of the social environment. (PAPALIA; FELDMAN, 2013). Still, due to the diversity of factors that encompass the field of study of human development, this can be evaluated in different contexts such as anthropology, biology and sociology, etc..[2] (BALTES, 1987). Therefore, for scholars in this area, all processes of change and stability in aspects of development are important.

In short, in the course of this process, several simultaneous changes occur in the physical, psychosocial and cognitive spheres. Respectively, physical development concerns the growth of the brain and body, as well as sensory and motor skills and abilities and the health of the individual. Psychosocial development encompasses emotions, social relationships and personality. Finally, attention, language, learning, thinking, memory, creativity and reasoning equate to cognitive development. (PAPALIA; FELDMAN, 2013). That said, it is necessary to understand the individual in its totality to approach these different fields of development.

PHYSICAL DEVELOPMENT

The first years of an individual's life are marked by rapid brain and physical growth. For Neri (2006, p.21) "Growing up involves reaching increasingly higher levels of functioning or adaptive capacity", that is, changes will occur throughout the life cycle, so that the individual acquires increasingly more skills. complex and refined both motor skills and reasoning skills. According to Papalia and Feldman (2013) several factors will imply this development, such as biological factors, interaction with the environment and food.

During the life cycle, for Neri (2006) biological and cultural interactions act reciprocally in the development and aging of the individual. From this perspective, this relationship also infers the improvement of brain capacities in sensory functions such as touch, smell, vision, taste and hearing. Due to the plasticity of the brain, it is possible for the individual to adapt to different situations, obtain new skills and new learning. (PAPALIA; FELDMAN, 2013).

Furthermore, according to Tik Kids (2015) food is another relevant factor for physical development. For Papalia and Feldman (2013, p. 148) "Proper nutrition is essential for healthy growth", which implies both changes in these habits throughout life and the establishment of bonds with caregivers.

1 No original: Rather, throughout life, development always consists of the joint occurrence of gain (growth) and loss (decline)
2 3 No original: Psychological development needs to be seen in the interdisciplinary context provided by otherdisciplines (e.g., anthropology, biology, sociology) concerned with human development.

PSYCHOSOCIAL DEVELOPMENT

The patterns of social interaction that will be established during psychosocial development, for Neri (2006) change according to the time, since there are variations in social rules, regarding their rigidity or flexibility. This scope of development encompasses various atmospheres in the environment, such as family structure and parenting, socioeconomic status, ethnicity and racial origin. Among the psychosocial aspects, socialization, self-concept, self-esteem, autonomy, emotion, among others, develop in face of the interaction between individuals. (PAPALIA; FELDMAN, 2013).

As the individual experiences experiences of interaction with others around them, a process begins that for Vasconcelos and Caetano (2014) is continuous, dynamic and is in constant construction, the sense of identity or self-concept. This process is about a set of values and motivations that make them responsible and productive members of a society values and perceptions of the individual about himself, which will say how he feels, defines and guides his actions. In addition, self-esteem, the self-evaluation part of the self-concept, develops so that the individual can make judgments about his personal values.

Just as the self-concept becomes increasingly broad and is developed individually throughout life, the personality will also be constituted this way, encompassing a combination of emotions, temperaments, behaviors and thoughts of the individual. In this perspective, there is the bias of emotions and understanding of situations that becomes increasingly complex in the course of life due to the process of self-regulation. This process implies the child's ability to understand their emotions, demonstrate them, guide their behavior and relate to other people. Finally, through interaction with culture and other individuals, the process of psychosocial development occurs throughout the life cycle. (PAPALIA; FELDMAN, 2013).

COGNITIVE DEVELOPMENT

Cognitive development is an aspect of growth that implies both maturation, described by Cole, M. and Cole, S. (2004), such as genetic changes that occur during aging, and external changes that, according to Mota (2005).), are linked to environmental influences on development, which affects the way the subject interacts with the environment. In this same perspective, characteristics such as symbolic thinking and mental operations are developed so that it is possible for children to expand their field of perception. That is, there are major transformations in memory, attention, intelligence, thought and language capabilities, allowing the individual to adapt to the environment. (PAPALIA; FELDMAN, 2013).

Children will be able to acquire different skills at different times. One of these skills is the expansion of the understanding of mental processes, which can be understood as theory of mind, that is, it enables the separation of the child from the other, as he recognizes that he may have intentions, beliefs, desires, etc. different from hers. (NERI, 2006).

For Papalia and Feldman (2013), with the changes in the speed of information processing and the different skills acquired throughout life, it is possible for the child to perform increasingly complex tasks. Cognitive competence, that is, learning, begins in the individual's first social interactions, which will be affected by the cultural context and biological issues. Still in this context, memory has an important bias for it to occur, that is, the retention of information, which is increasingly improved, makes it possible from the repetition of certain behaviors to the performance of increasingly complex tasks.

Environmental stimulation together with heredity will influence the formation of intelligent behavior, since, given different brain stimulations, intelligence enables the individual to solve everyday problems, understand concepts, relationships and obtain knowledge. For this cognitive stimulation to occur early, the individual's family context influences this continuous process. Furthermore, language can also be understood as a social act, since it is necessary for a living other to interact with the developing individual. (PAPALIA; FELDMAN, 2013).

From the perspective of the individual being inserted in a socio-cultural environment, Ataíde, Ferreira and Francisco (2019) express that in the 21st century, technology is a constituent factor of social relations. In this context, the growth of technology consumption in childhood influences the relationships established during the process of development and construction of values. (BIRTH, VIEIRA; BARBOSA 2020). Faced with a historical period that, according to the TIC KIDS survey (2018, p.109), "About 20 million children and adolescents aged 9 to 17 who used the Internet had a profile on social networks in 2018, which is equivalent to 82 % of users in this age group.", it was necessary to understand how this access implies development in the physical, psychosocial and cognitive spheres.

CHILDREN ON SOCIAL MEDIA

According to the Committee on the Rights of the Child (2021), children's access to the digital environment is becoming more frequent and present in different social functions of individuals' lives. Thus, the "General Comment No. 25 (2021) on Children's Rights in relation to the digital environment", proposes the need to ensure the promotion of compliance with children's rights in the digital environment. Some of the rights guaranteed to children are the right to non-discrimination, the preservation of the best interest of the child, the right to life, survival and development, in addition to respect for the child's opinion and the progressive development of skills.

That said, as a result of this digital access, the Panorama Mobile Time survey shows that 28% of children aged 4-6 years spend about 1 hour in front of a smartphone screen, with 26% of children in the same group spending 2 hours. Meanwhile, 29% of 7-9 year olds spend 2 hours in front of a screen and 37% of 10 to 12 year olds spend 4 hours or more on devices. These data contrast with the guidelines of the American Academy of Pediatrics (AAP), World Health Organization (WHO) and Brazilian Society of Pediatrics (SBP) which recommend that screen time for children between 3 and 5 be 1 hour and for children aged 11 to 13, the time increases to up to 2 hours a day. (SOCIEDADE BRASILEIRA DE PEDIATRIA, 2019).

With regard to children's access to social networks, Tic Kids Online Brasil (2018) exposes that, among children aged 4 to 6, the most accessed networks were Youtube and Youtube Kids with 63% of accesses. With 70% of accesses, Youtube also leads in the age group of 7 to 9 years old, with the second most accessed being WhatsApp with 50%. This access sequence is repeated for children aged 10 to 12 years, with YouTube leading the ranking with 78% of accesses and WhatsApp, 77%.

In line with child development, the growing access to social networks presents disparities that are related to socioeconomic, gender and contextual aspects. According to Tic Kids Online Brasil (2018, p. 125) there is a "lower presence on social networks of children and adolescents aged 9 to 17 years from classes DE (78%), residents in the North region (74%) and in rural areas (75%)". In addition, with

regard to the mediation of those responsible for internet access, younger age group users and females are more closely monitored by those responsible. Also, the use of networks can have different impacts on development through contact with different contents and social groups.

SOCIAL MEDIA AND DEVELOPMENT

IMPLICATIONS FOR PHYSICAL DEVELOPMENT

The growing access of children to social networks and the technological world, according to Ataíde, Ferreira and Francisco (2019) is becoming increasingly precocious through different devices with which children have daily contact. For Cairoli (2010), nowadays, playing in a traditional way through physical contact, jumping rope, playing house and playing ball, is being replaced by the presence of technological devices. On this aspect, Paiva and Costa (2015) exposes that this replacement of traditional toys, which stimulated creativity, motor coordination and reflexes, can influence the development of experiences such as synesthetics (hearing, sight, taste, smell, touch).

Still, in relation to the change in the ways of playing and interacting with the environment, another aspect involved in the immersion in the virtual world is the child's sedentary lifestyle, that is, children who do not move or move less frequently. This physical inactivity can lead to the development of conditions such as obesity and other health issues such as hypertension, heart problems and diabetes. Therefore, the indiscriminate use of technology due to the availability of information and stimuli offered, can cause a physical imbalance in development. (PAIVA; COSTA, 2015).

Specifically, regarding the use of electronic devices, there are different implications regarding the time of use. In line with the Brazilian Society of Pediatrics (SBP, 2019), exposure to screen brightness for prolonged periods contributes to blocking the melatonin hormone, which Neto and Castro (2008) describe as responsible for inducing nighttime behavior in children. species. That said, hyperexposure can make it difficult to establish a good quality sleep routine for children of different age groups, which in addition to interfering with the production of hormones necessary for harmonious, body and mental growth, can interfere with development in other areas. such as memory, concentration and learning. (SOCIEDADE BRASILEIRA DE PEDIATRIA, 2019).

With a focus on social networks, as an environment that provides different types of content and possibilities for children, early access may imply the exposure of individuals to some risks for development. According to the SBP (2019), among the available contents, some may be inappropriate with content of violence, nudity, abuse, pornography, among others, which may be harmful to the child's brain and mental development. That said, the way in which the child will interact with the digital environment may affect their physical development.

IMPLICATIONS FOR PSYCHOSOCIAL DEVELOPMENT

According to Junior et. al (2021), the digital universe provides a space for sharing and circulating information, entertainment, conversation and communication among its users. Due to the increased flow, instantaneity and availability of information in social networks, this is an environment that, for different social groups, enables the expression of values and the valuation of identities. In addition, the ways in which people relate to each other today have undergone changes, since, in addition to expanding access to

information, the virtual space acts as a vehicle that facilitates more dynamic communication.

According to Ataíde, Ferreira and Francisco (2019), social relations are becoming digital, and hyperconnectivity is described by Deslandes and Coutinho (2020) as one of the main characteristics of digital sociability, that is, sociability mediated by the virtual environment. From birth, children interact with others around them, building their identity and seeking recognition from others through these relationships. In this context, sociability is one of the main aspects of development and, even with the incorporation of the digital environment in everyday life, it remains a relevant point for the construction of an individual's identity.

Within the universe of social networks, for Ataíde, Ferreira and Francisco (2019), a set of patterns, attitudes and ways of thinking are present, to which children will be exposed during access to available content. In this regard, Nascimento, Vieira and Barbosa (2020) describe children as agents of change and, therefore, their interaction with established standards does not occur passively. Therefore, these patterns will influence social acceptance, implying aspects such as self-esteem and belonging to the group that will be shaped by virtual references, expressed through "likes" on social networks. (DESLANDES AND COUTINHO, 2020).

According to the Brazilian Society of Pediatrics (2019, p.3) "The use of the Internet and the significant gratifications, for points or "likes", received for these behaviors in games or networks permeate the reward mechanisms and the production of the neurotransmitter dopamine.". Thus, the immediacy of the stimuli can make it difficult for the child to learn to deal with, process and understand their emotions and feelings. About the process of understanding emotions. The diversity of available content can act as a reference model through the positive or negative experiences of children on networks and their early insertion in this environment, expressing the importance of parental participation in supervision, regulation and engagement during this access. (SBP, 2019).

IMPLICATIONS FOR COGNITIVE DEVELOPMENT

Throughout the life cycle, the individual goes through several simultaneous and interdependent processes of improvement of physical, cognitive and psychosocial skills. In this context, Papalia and Feldman (2013), point out that cognitive development consists of changes in mental patterns such as memory, language and learning that culminate in an increasingly complex capacity for the child to exercise his relationships with the environment and with the other. By being inserted in the virtual environment, according to Chassiakos et. al (2016), the child is exposed to new ideas, experiences and social events, which may, through interaction, influence their development.

A priori, memory is one of the aspects of development that can be influenced by the intensive use of technology. This reality is exposed by the Brazilian Society of Pediatrics (2019), since the excessive use of screens can interfere with children's sleep routine and, for Papalia and Feldman (2013), this is one of the necessary characteristics for the process of information retention. Also, regarding the presence of technology in routines, these can expand memory and guarantee new possibilities for well-being, however, its exaggerated use can present a risk to learning by provoking superficial reasoning and disrupting the child's cognitive structure. (ATAIDE; FERREIRA; FRANCISCO, 2019).

The learning process, which starts from the first interactions of the individual, is relevant for the acquisition and improvement of some

functions, among them, language. According to the Brazilian Society of Pediatrics (2019, p.3) "The early development of language and communication skills are fundamental for the development of cognitive and social skills.", that said, given the passive and early hyperexposure of children to screens, for prolonged periods, it is common for some to present delays in the development of speech and language. However, due to the diversity of content offered on social networks, there is also interaction with different forms of expression and vocabulary that contribute to this learning process. (CHASSIAKOS et. al, 2016). Throughout the life cycle, the individual goes through several simultaneous and interdependent processes of improvement of physical, cognitive and psychosocial skills. In this context, Papalia and Feldman (2013), point out that cognitive development consists of changes in mental patterns such as memory, language and learning that culminate in an increasingly complex capacity for the child to exercise his relationships with the environment and with the other. By being inserted in the virtual environment, according to Chassiakos et. al (2016), the child is exposed to new ideas, experiences and social events, which may, through interaction, influence their development.

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FINAL CONSIDERATIONS

Currently, social networks are present in people's daily lives, that is, from birth children are inserted in a virtual context in which technology, electronic devices and media can influence different aspects of child development. According to the objective of the work, which is to understand how social networks can influence child development in the second and third childhood, we initially sought to characterize aspects of child development and, after that, a bibliographical research was carried out of scientific publications about children and the use of the internet. Finally, the aim was to identify the impacts caused by the use of social networks in development.

According to the data obtained, it was found that YouTube, WhatsApp, Youtube Kids and Netflix are the main social networks most accessed by children. For development, this access, by children, can impact physical, psychosocial and cognitive characteristics. Respectively, in the first, with the insertion of new ways of playing aimed at the use of technology and the increase in the time spent using the screen by children, there are impacts on motor coordination, reflection, creativity, synesthetic experiences, melatonin production and a possible physical imbalance due to sedentary lifestyle and changes in sleep routines.

Regarding the second development, there were changes in the way individuals relate, communicate and interact with each other, which will imply in the construction of identity, self-esteem and belonging. In addition, in digital sociability, the individual's interaction may or may not occur passively. In this context, the gratifications from "likes" and the immediacy of this system can make it difficult for the child to learn to deal with, process and understand their emotions. With regard to the third sphere of development, in the context of memory, there may be implications both in the process of retaining information and in the feeling of well-being for providing new possibilities to the child. Already in learning, the presence of superficial reasoning can disturb the cognitive structure and, in addition, a delay in the development of speech and language is possible.

In short, in view of the studies carried out, it was understood that, for the development of the child, the use of social networks can imply different aspects. In addition, there is a need for guardians to monitor how the child accesses the different contents present on the networks, how long they are used and how they will interact with the digital world.

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