171 - INTERFERENCE OF MEDIA IN PHYSICAL ACTIVITIES FOR CHILDREN

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Introduction

It is undeniable that the media can help learning, but when used properly. The use almost mandatory children may be causing the loss of a healthy childhood, where they could be practicing healthy activities. Misuse is not the tool, the danger is that we use, users do it (Fraiman, 2015 cited Abrusio, 2015, p. 21).

It is increasingly common to use mobile phones by children in schools and access to Internet network. Are rare exceptions of children who do not have accounts on the internet? Often, children who have this kind of technology are labeled as backward in time or are excluded from social media. Our communication needs, socialization and interaction with the world, are fully met by the full range of social networks and applications (Neves, 2015, cited Abrusio, 2015, p. 268). The digital world is increasingly present and in any case cannot be absent from the daily lives of children, that is, they become something virtual hostage.

Not only the inappropriate use of mobile phones, but also access to internet content in an uncoordinated way can cause damage in different aspects in children (social, physical and psychological). It is the role of the school and, especially parents, to guide the proper use of media tools, making their use is conscious and appropriate for each age group.

> Recognize the importance of mobile in our lives, but we cannot deliver it in the hands of our children without first guide them, after all we live in a world that there are rules. Bad cell phone use can bring very serious problems, both educational and psychological and health problems (Figueiredo, 2015 web).

Media tools are increasingly embedded in society, it is common for people to have access to mobile and children are no exception lot when it comes to using this technological environment, According to National Survey by Household Sampling, 2013 (National Household Survey) points out that 58.7% of children between 10 and 14 years of southern Brazil use the device as a way to access the media. Increasingly early is the use of these devices. Before the children were asking as gifts, balls or dolls, today these toys were replaced by tablets, computers or mobile phones.

> The devices can affect attention, and overuse can also cause increased anxiety. Many parents give the phone to their children as a way to monitor where they are and with who walk, but it is necessary that they also help the child to develop the maturity to deal with such freedom in the palm (ZERO HOUR, 2015 web).

With this in mind we have to have creative solutions to combat excessive use of this technology, bringing children from the virtual world to the real world. We need to have arguments and create opportunities to become increasingly attractive and technological classes, thereby providing new tools for education. As Fraiman (2015) cited Abrusio (2015), motivation achievement not by decree, but with an interesting environment with a caring attitude and a truly attractive class.

The present study conducted a questionnaire in order to know if children are opting for the media before the physical activity and the result was proposed ways to avoid the overuse of media and directs them to educational content that these media tools they offer, combining the practice of physical activities with the technologies.

Materials and Methods

The proposed research for this study was descriptive of the type of field research, literature, quantitative with descriptive characteristics.

The research instrument was used a questionnaire formulated by the researcher, validated by three Masters Professors from the Univille Institution.

This research was population students of a School of Basic Education in the municipality of Joinville / SC. The sample consisted of 41 primary school students, enrolled in sixth and ninth years.

To carry out this study were used, questionnaire results annotation spreadsheets and statistical software for data analysis.

Data were analyzed using descriptive statistics with the tendency and dispersion, and were made the frequency response analysis of downloaded content.

The study design was approved by the Research Ethics Committee of Univille with opinion n ° 1144905.

Interpretation Analysis and Discussion of Results

The study aimed to investigate whether children are opting for the media before physical activity. The questionnaire was completed by students aged 9 to 16 years.

In table 1 you can see the age group of children who participated in the study.

Table 1 - Age group of children

Age (years)	Students Quantity	%
9 á 10	1	2.4%
11 á 12	14	34.1%
13 á 14	17	41.5%
15 á 16	9	22 %

Source: primary (2015)

At the beginning of the collections you can see a suspicious look of the students, some discontent because we were somehow ending the physical education classes at that time. Many showed no interest in uncovering a new way of working physical education coupled with new technologies. The intention was to use the media tools as art to promote the improvement and knowledge of physical activities. Gradually, respecting the freedom of the children was by inserting a new educational context, the digital education.

Over design was observed that the idea was well accepted, the students understood the improvement and effective way to learn making a list of media tools for education and the best way to gain knowledge of the digital world.

> According to the survey by IBOPE (2015, web), studies show that Brazilian children are the ones who spend more time in front of computers and televisions. On average, a child between 2 and 11 years spend 17 hours connected media.

Regarding the questionnaire used, the first question relates to the access of children to some form of media. It can be seen in the answers obtained on the question, in which the results showed that 90.2% has the media tools access or even have in their possession, thus demonstrating that the technological age this with all among children, few are not plugged in or connected to the new digital era. Students were asked about what kind of media they make use. Table 2 presents the results.

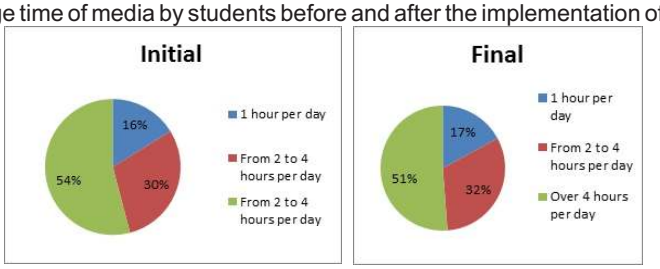
Table 2 - Media type used by students

Tool	Students Quantity	%
Computer	17	41.5%
Cell	20	48.8%
Tablet	1	4.9%
Television	1	2.4 %
Others	1	2.4%

Others12.4%Source: primary (2015)

Question 2 refers to the amount of time connected or making use of the media. Figure 1 is described in the percentage of students and their respective times of daily use of media before and after the implementation of the project.

Figure 1 - daily usage time of media by students before and after the implementation of the Project.



Source: primary (2015)

Through Figure 1 shows the amount of time children spend throughout the day connected to the media tools are above recommended. According to the program Welfare (2015, web) the ideal would be that small would use technology only for two hours, so they could use the rest of the day to do other activities. However, according to Teixeira (2015, web), children and adolescents often spend more than six hours a day in different types of media, more than the time they are in school.

Comparing the results before and after the implementation of the project, it is observed that there was a considerable reduction in the time that children spend in front of or connected media without educational character, yet it takes a greater awareness so that access time the technology can be compatible with other activities.

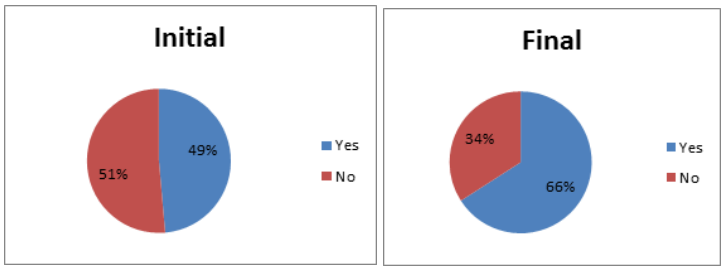
Another issue was conducted in order to know if children use the media as a form of academic study. Prior to application of design responses were well balanced. Among the children, 48.6% use the media tools for school study and 51.4% do not use this tool for this purpose.

In questioning applied after the educational activities at the end of the project, the result was different. There was a considerable increase in the number of students using the media as a school study supplement (65.9%), which reminds us that when the form is correct to use the media tools are fundamental to education.

Whereas these media, when used correctly and consciously, are a great study tool and school assistance, the possibility of breaking new worlds using the technology is immense, simply use properly. As Barros (2015) cited Abrusio (2015), children are fully inserted in the virtual world; they have in their hands the answer to any question that may arise.

Figure 2 shows the results on the use of technology as an aid in the study before and after the implementation of the project.

Figure 2 - Use of technology as an aid in the study before and after the implementation of the project.



Source: primary (2015)

According to the responses obtained in Figure 2, students who said they use the media as a way to study were asked about the time they spent connected to contribute in studies and school deepening. Table 3 shows the results obtained before and after the intervention.

Table 3 - Daily time to use the media for school aid

	Initial	Final
Less than 1 hour per day	75.7%	48.8%
1 hour per day	21.6%	29.3%
From 2 to 4 hours per day	2.7%	7.3%
Over 4 hours per day	0%	14.6%

Source: primary (2015)

According to the table above, there is the final result, after application of the project. Had the feeling that the lessons practiced with the help of the media was of great help to raise awareness of children about the proper use of technologies? The results show that there was an increase in the usage time for study and homework. According to Barros (2015) cited Abrusio (2015), the internet is not a target to be conquered, but a consolidated means to carry out various activities, such as studying.

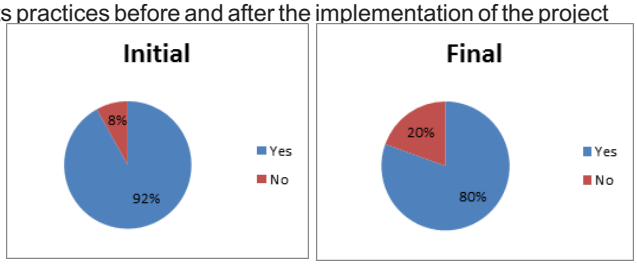
Considering the great use of media tools and their use often inappropriate, a new question, which sought to find out if children practice some kind of sport on a daily basis. The aim was to identify whether children are leaving the sport in the background, and thus abandoning the practice of physical activities.

> The time spent on games, TV and Internet, competing with the time that the youth might be practicing a physical activity. It is true also that you eat more when you're in front of the TV. In addition, there is a food advertising bombing "calorie" that contributes to the media to be implicated in advancing obesity pandemic (Teixeira, 2015, web).

The physical activity is something essential for the development of physical fitness, maintaining and improving the health of children. Not all children understand or are interested in currently applied mode in physical education classes. Children expect something new and this, enter the technology tools that assist in education and makes the teaching of sports something more attractive.

Figure 4 shows the children's answers on sports.

Figure 4 - daily sports practices before and after the implementation of the project



Source: primary (2015)

It is observed in Figure 4 that there was a decrease in the practice of daily physical activities after applying the design. This result is consistent with the increase in time of using the media to assist in school activities, as noted in Table 3.

The weekly frequency practice any extra sport class is shown in Table 3.

Table 3 - Frequency of weekly practice of extra class sports

Question	%
Does not practice any sport	18.9
1 to week	13.5
From 2 to 3 times per week	32.4
More than 3 times a week	35.1

Source: primary (2015)

On the table 3 shows the percentage of children who do not practice any sport is relevant. The habit of physical activities or sports in childhood will influence these habits as adults. To change this scenario the ideal would be to make the classes more attractive Physical Education, which could develop a healthy routine of physical exercise. Even having been a reduction in the weekly frequency of sports practice, there is in Table 3 that more than 50% of study participants children, held at least twice some kind of exercise.

Final considerations

The study aimed to investigate whether the use of improperly tools has reduced the habit of physical activity for children.

To achieve the proposed objective developed during class routine practical activities and virtual research on sports. It was observed that children's interest was increasing with the passage of classes, as the same have become more attractive due to the understanding of the students on the use of virtual tools directed to the development of the proposed activities.

The results showed that the students understood the importance of practicing physical activity combining the media with sports. Students have gone through experiences and rediscovered the importance of physical exercise. Even though it is necessary for the wellbeing and health many do not adhere to the practice, but understood through the lessons that sport needs

to be inserted in their daily lives. The school unveiled new opportunities to learn about the importance and the proper way to practice the sport.

With these results the students were opportunities to meet other form of educational practice, emphasizing conciliation of the digital world and education, the objective of understanding the suggested subject. We are increasing study because the technologies are something that is in constant evolution and improvement is required. I leave here my contribution and considerations for future research related to the theme.

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INTERFERENCE OF MEDIA IN PHYSICAL ACTIVITIES FOR CHILDREN

ABSTRACT

The media has been a contradictory element when it comes to physical activity, especially on children, youth and adolescents in school age. This study aimed to observe the phases of the development of children are being affected and the degree of physical exercise is not consistent with age. The research was conducted with 41 students from 9 to 16 years, of both genders, attending the 6th to 9th grade of a School of Basic Education, the city of Joinville - SC and had as a research tool using a questionnaire and consequently the information obtained were compared to readings in articles and specialized books. With this study promoted the use of media as a way of learning for school, directing them to correct media use, imposing usage limits and primarily valuing physical activity and contact with other children, making the practice exercises becomes commonplace and synonymous with wellbeing.

KEYWORDS: Media, Children, Physical Activity.

INTERFÉRENCES DES MÉDIAS DANS LES ACTIVITÉS PHYSIQUES POUR ENFANTS

RÉSUMÉ

Les médias ont été un élément contradictoire quand il vient à l'activité physique, notamment sur les enfants, les jeunes et les adolescents en âge scolaire. Cette étude visait à observer les phases de développement des enfants sont touchés et le degré d'exercice physique ne concorde pas avec l'âge. La recherche a été menée avec 41 élèves de 9 à 16 ans, des deux sexes, assister à la 6e à 9e année d'une école de l'éducation de base, la ville de Joinville - SC et avait comme un outil de recherche en utilisant un questionnaire et par conséquent, les informations obtenues ont été comparées à des lectures dans des articles et des livres spécialisés. Cette étude a été promu l'utilisation des médias comme un moyen d'apprentissage pour l'école, de les diriger pour corriger l'utilisation des médias, d'imposer des limites d'utilisation et surtout la valorisation de l'activité physique et le contact avec d'autres enfants, ce qui rend les exercices pratiques devient banal et synonyme de bien-être.

MOTS-CLÉS: Les Médias, Les Enfants, L'activité Physique.

INTERFERENCIA DE MEDIOS EN LAS ACTIVIDADES FÍSICAS PARA NIÑOS

RESUMEN

Los medios de comunicación ha sido un elemento contradictorio cuando se trata de la actividad física, especialmente en niños, jóvenes y adolescentes en edad escolar. Este estudio tuvo como objetivo observar las fases del desarrollo de los niños se están viendo afectados y el grado de ejercicio físico no es consistente con la edad. La investigación fue llevada a cabo con 41 estudiantes de 9 a 16 años, de ambos sexos, asistiendo 6 al 9 ° grado de la Escuela de Educación Básica, la ciudad de Joinville - SC y tenía como herramienta de investigación utilizando un cuestionario y en consecuencia, la información obtenida se compararon con las lecturas de artículos y libros especializados. Este estudio fue promovido el uso de medios de comunicación como una forma de aprender para la escuela, dirigiéndolos a corregir la prensa y que la imposición de límites de uso y sobre todo valorar la actividad física y el contacto con otros niños, por lo que los ejercicios de práctica se convierte en un lugar común y sinónimo de bienestar.

PALABRAS CLAVE: Medios de Comunicación, Los Niños, La Actividad Física.

A INTERFERÊNCIA DAS MÍDIAS NAS ATIVIDADES FÍSICAS DAS CRIANÇAS

RESUMO

As mídias tem se mostrado um elemento contraditório no que se refere à atividade física, principalmente sobre crianças, jovens e adolescentes na fase escolar. Este estudo teve como objetivo observar se as fases do desenvolvimento das crianças estão sendo afetadas e se o grau de exercícios físicos não é condizente com a idade. A pesquisa foi desenvolvida com 41 alunos de 9 à 16 anos, de ambos os gêneros, que frequentam do 6º ao 9º ano de uma Escola de Educação Básica, da cidade de Joinville – SC e teve como instrumento de pesquisa a utilização de um questionário e consequentemente as informações obtidas foram comparadas com leituras em artigos e livros especializados. Com esse estudo foi promovido o uso das mídias como forma de aprendizado para os escolares, direcionando-as para meios corretos de utilização, impondo limites de uso e principalmente valorizando a atividade física e o contato com outras crianças, fazendo com que a prática de exercícios se torne algo corriqueiro e sinônimo de bem estar.

PALAVRAS-CHAVE: Mídias, Crianças, Atividades Físicas.