

The Impact of Playing Electronic Games on Linguistic Intelligence and Social Intelligence in Children



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Abstract:

Video games are frequently viewed as a mental and physical sport that promotes cognitive growth. However, this paper's main focus is on the dangers of the increasing popularity of this kind of leisure activity and how it significantly affects children in all Arab nations, but especially in Algeria. Since the majority of these games are Western in origin rather than Arab, they take focus away from other pursuits, particularly sports and physical activities, which are vital to a child's development because of their positive effects on the body, mind, social skills, and education as well as their ability to improve behavior. One of the most alluring things that computer technology has to offer is video games, which draw kids in and encourage them to play constantly for extended periods of time. Through these games, kids are allowed complete autonomy to fulfill their needs and desires, which encourages them to develop their skills, discover their potential, and engage in additional video game-generated experiences. An individual grows more alone, ensnared in their virtual world, and estranged from even their closest loved ones the more they play and interact with various online gaming platforms.

By researching these phenomena and how they affect social and linguistic intelligence, we can better manage the problem, lessening its severity and preventing it from spreading among kids. It is crucial to recognize that this study might reveal information about the video games that have captivated the attention of many of our kids. This knowledge will make it easier for Algerian kids to avoid developing an addiction to these Western-produced games, withstand their appeal, and safeguard kids who aren't completely aware of the ramifications and the degree to which these games affect their behavior and habits.

Keywords: Video Games; Linguistic Intelligence; Social Intelligence; Children.

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Introduction:

In Algeria and other Arab societies, video games have proliferated so quickly that they are now a commonplace part of children's daily lives. Children at this stage require constant play rather than being inclined toward calmness or tranquility. They watch and respond to electronic screens as they interact with them. Since playing games no longer requires computer expertise, playing has gotten easier than before. Additionally, the popularity of these kinds of games has increased due to the ease of use of personal computers. Because video games let kids explore and experiment without risk, responsibility, or punishment, they have also been successful in becoming a popular form of entertainment for kids. Through video games, kids can face their fears of specific things or fail at certain tasks without worrying about the repercussions in real life (Kouider, 2012, p. 14).

In our society, video games have become a major part of family life. They are sometimes called computer games or video games and are some of the most popular games of our time. The idea behind all of these games is to create an interactive experience by letting the player control events that are displayed on a screen (Al-Ghamdi, 2006, p. 05).

In this context, Mrs. Wilkinson cited from (Al-Saad, 2005), who conducted a field study on several video games, confirmed that while some studies highlight the positive effects of video games on children's behavior, there are also negative effects on both children and society. According to her, video games are characterized by violence, leading to heightened physiological arousal, the accumulation of aggressive thoughts and emotions, and a decrease in proper, regulated social behavior.

The widespread use of video games and the increasing number of hours spent by children (both boys and girls) playing them have raised concerns among educators, psychologists, and sociologists regarding their cognitive and emotional effects. This issue has sparked ongoing debates among scholars (Al-Saad, 2005).

Study Problem

Due to their diversity and variety, video games have influenced many facets of children's lives and had varying effects on their behavior. These disparate effects have made it necessary to investigate this phenomenon in order to gain a better understanding of how it affects children's social and linguistic intelligence. For instance, Mai (2010) claims that there is an urgent need to investigate the linguistic and social effects of video games on children because of the lax regulation of gaming centers and video game stores, the lack of parental supervision over the games their kids play, and the general ignorance of the risks associated with video games.

Azza Karim as cited in (Al-Einein, 2010) also urged more investigation into the dangers of video games and how to use them properly to minimize their negative effects and maximize their positive ones. She emphasized that the media should disseminate the findings of these studies so that families are informed about the advantages and disadvantages of these games before making decisions about what to buy.

Additionally, according to the British Board of Film Classification (BBFC, 2007), there is a dearth of research on the elements and factors that motivate gamers to play video games as well as the potential drawbacks that gamers may encounter (Al-Einein, 2010).

This study aims to examine the effects of video game use on linguistic and social intelligence among children. The central issue in our research focuses on the impact that video games have on children's linguistic and social intelligence.

The following sub-questions fall under this problem:

- To what extent do video games affect children's linguistic intelligence?
- To what extent do video games affect children's social intelligence?

Study Objectives:

This study aims to:

- Understand the impact of video game use on children's linguistic intelligence.
- Understand the impact of video game use on children's social intelligence.

Study Significance

This study helps parents, students, and educators (principals, teachers, and educational counselors) understand how video games affect specific mental and cognitive functions. We have attempted to determine the impact of video game use on linguistic and social intelligence because of the paucity of research on this subject in Algeria, despite its significance and the need for further investigation. Decisions regarding the purchase of video game software or the creation of new video games can be guided by the findings and suggestions of this study.

Study Terminology

a. Game

A structured activity in which players engage in a simulated conflict, governed by specific rules, leading to measurable outcomes.

b. Electronic Games

Electronic games are "the use of technology and animated graphics—created by specialized companies—to offer competition against a computer or another player, either physically present or via the internet," according to trainer and adolescent affairs specialist Fahad Al-Hamdan. With several stages that increase in difficulty from easy to challenging, these games satisfy players' cravings for victory and the rush of accomplishment (Asia Electronic Portal).

Electronic games are also defined as activities where players engage in a simulated conflict, governed by specific rules, and operated through computers, mobile phones, televisions, and video systems.

Salen and Zimmerman They are defined as "games available in electronic format," encompassing all varieties of games in electronic formats, including computer games, online games, video games, mobile games, and handheld device games. These games feature a multitude of captivating audio and visual effects, establishing a virtual interactive environment between the player and the game.

PlayStation characterizes it as "a device engineered for playing television-based games utilizing compact discs that contain various programs, with each disc featuring a single game or multiple stages of a game." (Al-Einein, 2010).

In essence, electronic games resemble traditional sports but are managed through technological devices such as televisions, videos, iPhones, computers, and others.

c. Social Intelligence

Ahmed Al-Ghoul defined Social intelligence as "the capacity to comprehend the emotions and thoughts of others, effectively engage with the environment, and respond judiciously in social contexts by accurately assessing the attributes of the situation and reacting suitably based on social awareness."

Thaer Ghabari and Khaled Abu Shaer describe social intelligence as "an individual's ability to establish successful communication with both the external world and their internal world, seizing every opportunity for communication."

Jaber Abdel Hamid Jaber defines it as "the ability to perceive the moods, intentions, motivations, and feelings of others and distinguish between them" (Ibrahim & Hassan, 2003).

Accordingly, social intelligence describes a person's high degree of self-awareness and awareness of others, as well as their capacity for multifaceted communication, the development of a large network of friendships, and leadership in both peer-group and individual contexts.

d. Linguistic Intelligence

Gardner defines it as "the talent to learn and use languages, including the effective ability to express oneself verbally or in writing and to remember things. It is typically evident in writers, poets, translators, and individuals with high linguistic intelligence" (Abu Hatab, 1996).

Linguistic intelligence is "the ability to construct and structure language, recognize its phonetics, understand the meanings of words, dates, and events, and memorize them with ease and fluency."

1. Theoretical Framework:

a. History of Video Games:

Ancient and contemporary educational philosophers have long maintained that play has important behavioral and scientific benefits for kids. Its significance stems from the influence it has on a child's social and personality development. Children can practice role-playing through play, such as pretend play where they assume roles of authority or submission, such as that of a parent or a baby. By doing this, kids select and acquire various social behaviors that fit their formation, structure, and developmental needs. Due to their extensive availability and impressive growth, video games eventually became a new kind of play in the 20th century and have since taken center stage in contemporary society. You can hardly find a home or business these days without them. Children are enthralled with video games because of their vivid graphics, vibrant colors, inventiveness, and spirit of adventure. Due to the fact that these games have captured the attention and interests of today's kids, their reach has greatly increased, inundating markets with a vast array of games, infiltrating the majority of homes, and becoming a major concern for them. Furthermore, video games are no longer just for kids; many teens and even adults have developed an obsession with them.

Though on a smaller scale, video game production started in the 19th century. However, the proliferation of video games was greatly aided by technological advancements and the development of the internet. These games were well-liked in homes, arcades, and electronic cafes by 1981. Because of their variety and simplicity of use, which were made possible by gadgets like computers and televisions, video games have become a major attraction for kids and teens. According to studies in this area, these games have evolved from pastimes to addictive behaviors, satisfying the need to take risks and rise to challenges.

The two primary parts of a video game are software stored on compact discs (CDs) and a computer or other device that is connected to a television screen. Occasionally, these parts might be merged into a single device. Soccer, car racing, wrestling, boxing, and war games with light and heavy weapons, as well as fire-based and futuristic warfare like Star Wars or space invasions, are some of the

most played video games. Some video games build virtual worlds that immerse players in a multi-day, step-by-step gameplay experience. The number of stores selling electronic games has increased recently, and they now carry a wide variety of game sizes, shapes, and types. This growth has been accompanied by a growing desire among kids and teenagers to purchase these well-known games, which have a tremendous capacity to enthrall players and make gaming a pastime that takes up the majority of their time. These games' graphics, colors, inventiveness, and spirit of adventure appeal to kids.

Video games have also drawn in a large sector of children and teenagers globally due to their powerful audio and visual effects, and the involvement of skilled technicians in creating captivating and exciting games (Al-Einein, 2010). Video games are a double-edged sword; while they have their negatives, they are not without positives. In this regard, (Jarrah, 2004) stated that if video games were regulated with strict oversight and implemented according to licensed guidelines under educational supervision, they could offer some benefits. In such a scenario, children could spend part of their free time playing enjoyable games, such as sports games, memory games, intellectual challenges, and creative thinking games (Sabti, 2013, p. 03).

Prior to exploring how video games affect linguistic and social intelligence, it is important to discuss some related topics, like what video games are, how they are classified, and why people play them.

b. Definition of Electronic Games, Classifications, and Reasons for Engagement:

A game is defined as an activity in which players engage in a simulated conflict, governed by specific rules, leading to measurable outcomes. A game is considered "electronic" when it is available in a digital format. These games are typically played on platforms such as computers, the internet, television, video consoles (e.g., PlayStation), mobile phones, and handheld devices (palm devices).

According to Salen and Zimmerman, electronic games can be classified based on their nature into the following categories:

- Category One: Puzzle Games (Conqueror)

Regardless of the losses, competition and victory are the aim of this category. In this kind of game, players strive to accomplish predetermined goals while relishing the feeling of control over the game's events or the social scenarios it depicts.

- Category Two: Role-Playing Games

A hero must accomplish certain objectives or finish tasks in these action-packed, adventure-based games. The goal is to master certain skills through development. To the extent that they are able to play through to the end, players improve their operational skills. This is accomplished by letting players utilize previously learned skills and then using them to refine increasingly intricate and sophisticated abilities within the same game.

- Category Three: Wanderer

Although there is less difficulty than in the earlier categories, this one still offers fresh and entertaining experiences. Above all, players of this kind of game look for amusement and relaxation.

- Category Four: Participant

In this category, players enjoy games with a social component or engage in virtual worlds. Regarding the fourth category, (Al-Hudhaif, 2010) explains online virtual worlds where players from all over the world congregate and live in a space where their bodies do not exist but their minds and hearts do. It is a world devoid of geographical restrictions and borders. Some people use this virtual life as an escape from the stresses and strains of the real world. Players are now completely engrossed in their virtual world, playing, learning, working, purchasing, and selling, whereas in the past they might have sought amusement, happiness, conversation, and relationships.

(Al-Khalifa, 2009) describes virtual worlds as software that simulates imagined, three-dimensional environments. In addition to building and designing structures, interacting with other users, and participating in a variety of activities, users of these worlds can create virtual characters, or avatars. Additionally, users can interact and meet people from around the world.

The internet is full of virtual worlds, such as "There.com," "Secondlife.com," and "Lively." Upon registering in one of these virtual worlds, players experience a sense of ownership, as if their imagination has come to life. These virtual worlds are computer simulations that closely resemble the real world, typically in two or three dimensions. In order to represent themselves in the virtual world, players are asked to select an avatar, which is a cartoon-like virtual character. Through their avatar, players can engage with the virtual world around them as well as other avatars that are seated behind computer screens and represent actual users from all over the world (Al-Hudhaif, 2010).

Virtual worlds can be classified into three main types:

- Massively Multiplayer Online Role-Playing Games (MMORPGs)
- Metaverses
- Massively Multilearner Online Learning Environments (MMOLEs) (Al-Khalifa, 2009).

The player takes on a certain role in an MMORPG in order to accomplish a specific objective. The player advances from one level to the next by earning points as they get closer to the objective. In this setting, players take on the roles of various characters with distinct skills, collaborate in teams or clans, and go on adventures to accomplish the predetermined objective. Players must confront and defeat a number of enemies they come across during their adventures. Typically, these adversaries are pre-programmed characters with preset roles.

One of the most famous such environments is World of Warcraft, accessible through (www.worldofwarcraft.com/bc-splash.htm), which has been used by some economics faculties to train students in economic concepts such as buying, selling, and bartering (Al-Khalifa, 2009).

In contrast, the Metaverse environment is a three-dimensional space that is populated by "avatars," or characters, that are controlled by actual people using keyboards and mice. With no restrictions on changing their appearance, avatars can be molded and personalized to the user's tastes. In contrast to MMORPG settings, the Metaverse allows users to set their own objectives rather than having them predetermined. This indicates that there isn't any rivalry or conflict in these settings to accomplish a particular goal. Additionally, players can design, program, and sell a variety of items to other players in the Metaverse. Second Life is among the most well-known Metaverse environments.

The MMOLE (Massively Multilearner Online Learning Environment) is the last category of virtual world. This is one of the newest ideas and was created especially with education in mind. It functions as a three-dimensional extension of learning management systems (LMS). These environments' main objective is education; the surrounding space is occasionally set up as a classroom, giving the instructor control over the content that is shown while students engage with the virtual world and speak with one another. ProtoSphere, accessible at (www.protonmedia.com), which can be integrated with LMS or linked to e-learning content (Al-Khalifa, 2009).

Some studies have indicated that the objectives of video games include:

- Entertainment and enjoyment, such as in soccer and wrestling games.

- Rehabilitation, meaning the treatment of motor or neurological conditions.
- Education, such as teaching mathematics and sciences.
- Diagnosis, for identifying certain medical conditions.

Reasons for playing video games include:

- High-quality game graphics.
- Engaging storylines.
- Continuation of a previously played favorite game.
- The way words are articulated in the game.

The elements mentioned above have significantly contributed to the widespread popularity of video games and the increasing number of players.

The Entertainment Software Rating Board's (ESRB) classification scheme is a valuable resource for mitigating the negative effects of video games. This system helps parents choose suitable games for their kids by categorizing games by age groups and offering succinct content descriptions.

c. The Impact of Video Games on Social Intelligence:

A Danish study by Qaba'il Tihama Asir Forums suggested that if a child develops an addiction to video games, it could ruin their social relationships. This is because kids who are used to the fast-paced world of video games might find it difficult to adapt to the slower pace of real life. Whether at home or at school, this can result in psychological emptiness and feelings of loneliness.

Fatima Al-Qalini, a professor of sociology at the Faculty of Girls at Ain Shams University as cited in (Jarrah, 2004), emphasized the risks of using virtual characters that are very different from real life. A child's imagination may be sparked by these characters, but they also further distance them from reality. Children may base their interactions with the real world on the reasoning of these fictional characters, which can lead to tension, violence, ongoing difficulties, and animosity toward the community.

Discussing the negative social effects of video games on children, Al-Majdhoob as cited in (Jarrah, 2004) claimed that these games make kids aloof. In contrast to traditional games, which encourage social interaction, children who

play video games for extended periods of time without interacting with others develop social withdrawal. Children who spend too much time in symbolic worlds may become estranged from the outside world and lose the ability to interact with others and form friendships. Shyness and an inability to communicate and express oneself may result from this.

In addition to further severing family ties and eroding interpersonal relationships, these games expose kids to Western ethics and values that are out of step with their own culture and traditions. According to Al-Majdhoob, these games make kids egotistical and focused only on using the game to fulfill their desires. Unlike traditional group games where a child invites a friend to join, sibling disputes over who gets to play are common (Jarrah, 2004).

Children can also learn dishonest behaviors from playing electronic games. In order to get money for video games, a child may trick their parents by stealing money intended for private instruction or by pretending that the teacher asked for money for gifts for top students or classroom decorations.

- Electronic Games: Between Social Isolation and Linguistic and Social Communication

According to some research, video games can improve parent-child relationships and serve as a means of family bonding. A study conducted by the "Entertainment Software Association" revealed that 80% of parents play video games with their kids, and 35% of parents—roughly one in three—play games themselves. According to two-thirds of participants, playing video games has improved family ties.

Others counter that these games discourage socialization in kids. In contrast to traditional group games that encourage communication and teach kids social skills and the roles they will play in the future, a child who spends hours playing these games alone becomes socially isolated.

This view is supported by Abdul Rahman in his research on how electronic media affects children's culture and education. According to the study's findings, children's culture is greatly influenced by electronic media, which also provides a wide range of opportunities for them to learn more about religion. Misuse of these media, however, can result in moral and behavioral abnormalities. Socially speaking, children now have a never-before-seen chance to interact and make friends with classmates from diverse cultural backgrounds thanks to electronic media. Furthermore, they have created new opportunities for parents and kids to have family conversations, particularly when parents actively engage by playing games with their kids.

The tendency toward solitary play, which enables players to carry on playing video games on their own while still feeling in control, is one of the main

ways that video games affect social behavior. Traditional games continue to be more successful in maintaining the intimacy of face-to-face communication and meaningful verbal exchanges, even though online multiplayer games present new opportunities for group interaction. Online group games frequently limit player communication to in-game chats, lacking the in-depth, productive discourse required for genuine collaboration. As stated by Moussa Al-Mamot, Players' linguistic intelligence is reduced in these settings when there is a lack of varied verbal and expressive interaction. According to Al-Mamot, linguistic intelligence is the capacity of an individual to comprehend, manage, and apply language structure and meanings in tasks like communicating with others or expressing oneself.

In conclusion, it is crucial to remember that a mother is the main factor in a child's social intelligence development due to her innate instincts. She promotes polite and constructive communication by assisting the child in interacting with people, whether they are strangers or older people. The mother's prolonged presence with her kids enables her to take part in their games and have a variety of conversations about them. Children benefit from this involvement by being able to express who they are and what interests them, which boosts their confidence and makes them upbeat and optimistic about other people and life in general. Additionally, this fosters social skills in kids, which facilitates the development of relationships.

By conversing with their children, whether through storytelling or casual conversation while playing, parents—both father and mother—help their children develop their language skills. A child's linguistic proficiency is largely determined by their family dynamics. A person will be able to freely express their ideas if family relationships are harmonious and warm, which promotes healthy language and intellectual development. On the other hand, if control and authoritarianism predominate in family interactions, the child might refrain from speaking up for fear of reprimands and criticism.

In conclusion, electronic games have their own benefits and drawbacks, just like any other game. They can surely improve a child's cognitive abilities and focus when used in a balanced and structured way, giving them new skills in mental and intellectual orientation toward temporal and spatial dimensions.

Electronic games are classified as interactive activities rather than passive viewing. They provide players with story-driven objectives using special auditory and visual effects. A study by Maha Hosni concluded that electronic games allow children to practice various skills, including those that enhance their social intelligence (Al-Ghamdi, 2006).

This result is also explained by the character of middle childhood play, which is frequently called "cooperative play." This age group of kids usually doesn't play by themselves. Before buying a game, they frequently ask friends or game

sellers for advice on how to solve problems or solve puzzles. They occasionally even borrow from specialized game sources. They exchange information, debate issues, ask questions, and get answers in return. Even if parents are unaware of them, these participation-related factors are significant. This finding supports the positive view of electronic games, which contend that they increase children's levels of activity, sociability, and opportunity to make new friends, as shown by studies like (Al-Jaroudi, 2011), McGonigal, and Abdulrahman.

Conclusion:

Lastly, with their amazing ability to create technologies and vital tools used in a wide range of human activities and scientific endeavors, no one can dispute the enormous impact of contemporary technological advancements. These developments have an impact on life in a variety of ways. These technologies' tools, goals, and results have produced extremely significant and essential capabilities that exert control over human needs, activities, and consciousness. Among other things, they have impacted economic, cultural, social, and intellectual endeavors. As a result, these technologies are now indispensable to contemporary life and cannot be disregarded. The internet as a communication and information-sharing tool, computers and their many other uses, and other contemporary technological innovations have become essential components of modern life.

Study Recommendations

Based on the findings of this study, we reached the following conclusions:

- Educators and parents should familiarize themselves with the key positive and negative aspects of electronic games to enhance the positive effects while minimizing the negative ones, both at school and home, as well as outside the household.
- Establish a national or regional center across the Arab world to conduct research related to electronic games and work on producing games that align with the religion, customs, and traditions of Islamic and Arab societies.
- Develop a classification system for electronic games, similar to the Entertainment Software Rating Board (ESRB), to serve as a reference that classifies games by age group and provides brief descriptions of game content in accordance with the religion, customs, and traditions of Islamic and Arab societies.

- Create educational and instructional computer software that includes attractive elements, excitement, and engagement, similar to those found in widely popular electronic games.
- Establish incentives and rewards to encourage the production of electronic games that align with the religion, customs, and traditions of Islamic and Arab societies.
- Protect intellectual property rights for electronic game software developed in the Arab world.
- Encourage the ministries of education across the Arab world to adopt some of the high-quality educational electronic games and incorporate them into curricula, and to organize competitions related to these games both within and outside schools.
- Balance the time allocated for children's entertainment between playing electronic games and participating in physical activities, such as swimming, various types of ball games, and trips, which offer physical, psychological, and mental benefits.
- Parents should select electronic games that are age-appropriate for their children and free from any content that may harm their religion, physical, emotional, or psychological well-being.
- Parents should limit game time to no more than two hours per day, ensuring that breaks are taken every 15 minutes, while the rest of the time is spent on other daily activities.
- Parents should ensure that children are only allowed to play electronic games after completing their schoolwork.
- Parents should not allow children to play electronic games during meal times.
- Parents should engage with their children by playing electronic games with them rather than being preoccupied with work, as neglecting this could result in a loss of connection with their children, and the financial resources saved for them may go to waste.
- Authorities should monitor the electronic games available on the market, just as they do with videos, books, and other media. Review boards should include experts in sociology, psychology, and Islamic studies to determine which games are appropriate for circulation and which should be prohibited, based on their alignment with our culture, morals, and Islamic principles.

- Emphasize the important role of teachers in raising children's awareness of the dangers of addiction to electronic games, how to play them responsibly, and highlighting the risks involved.

Ensure that children sit at an adequate distance from the television or computer screen while playing electronic games to reduce the risks posed by radiation on their health.

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