

Utilización de medios audiovisuales en la prevención de alteraciones en el comportamiento
Use of audiovisual media in the prevention of behavioural disturbances

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Resumen

La investigación está referida a los avances científicos técnicos experimentados con el uso de tecnologías de la información y la comunicación en el ámbito educativo, concebida para ofrecer actividades que permitan atender bajo mejores condiciones a educandos con comportamientos inadecuados. Para evaluar el estudio diagnóstico de la situación se emplearon diferentes métodos y técnicas investigativas que permitieron precisar que existen insuficiencias en el uso de medios audiovisuales para la prevención de alteraciones en el comportamiento. Las actividades audiovisuales que se proponen permitirán lograr mejor nivel de comunicación verbal, estabilidad en las relaciones interpersonales y protagonismo de la familia para el trabajo con ellos aspectos que posibilitaran mayor desarrollo personal e integral de los educandos.

Palabras clave: Medios de enseñanza; Programas audiovisuales; Prevención; Alteraciones en el comportamiento

Abstract

The research refers to the scientific and technical advances experimented with the use of information and communication technologies in the educational field, conceived to offer activities that allow attending under better conditions to students with inadequate behaviors. In order to evaluate the diagnostic study of the situation, different research methods and techniques were used to determine that there are insufficiencies in the use of audiovisual media for the prevention of behavioral disorders. The proposed audiovisual activities will allow to achieve a better level of verbal communication, stability in interpersonal relationships and family protagonism in working with them, aspects that will make possible a greater personal and integral development of the students.

Keywords: Teaching media; Audiovisual programs; Prevention; Behavioral disturbances.

Introduction

Today, as the space of culture becomes more complex, the complexity of the media and the use of new information and communication technologies as a resource for developmental learning also multiplies.

The audiovisual culture is given by the impact of the language of the audiovisual media on the minds, which in a way contribute to shape the attitudes towards the world around us to which education professionals are constantly summoned.

Rico (2009), recognizes that the main role of mass media in education is the understanding and relationship of the facts of everyday life through which citizenship training is generated by improving the ability to solve problems in students.

Consequently, with the conception of protagonists assumed, it is useful for the teacher to be able to use predominantly individual or group learning media, in correspondence with the objectives to be achieved.

Preventive work is of extraordinary social importance. One of the fundamental tasks of teachers is the necessary information to know their students and the environments that surround them, as a basic tool for the educational-preventive work to be developed.

In its most general meaning, it is to know the nature of a phenomenon in order to identify the pedagogical phenomenon looking for its regularities, both in the causal factors and in the conditions in which it occurs in order to predict and intervene in a timely manner. Álvarez (2001).

The elements approached, contribute a significant methodological result to the purposes of this research, by contributing to the educational prevention that allows approaching the real diagnosis presented by the students with behavioral alterations and the role developed with the family and the community from the use of audiovisual media. Based on the reasons stated, the objective is aimed at implementing audiovisual activities that contribute to the educational prevention of behavioral disorders.

Development

The transformations that society has been undergoing from the point of view of economic conditions, geographical context, ethnic and social origin, public relations, availability of economic resources, modes of subsistence and occupational priorities established by societies in their different contexts, have originated behaviors in the behavior of lower secondary students manifested in:

- School demotivation affecting their academic performance.
- Physical and/or verbal aggressiveness.
- Deficient relationships with their peers.
- Affective deficiency.
- Insecurity in the ways of proceeding and of manifesting themselves.
- Disobedience to family and school authority.

Therefore, each of the manifestations that occur in our society must be treated with time from the role that corresponds to develop all those involved in preventive work where they can use different tools, procedures and ways that enable the realization of preventive work with emphasis on the use of audiovisual media.

The teacher also faces the challenge of adapting his design, using mobile devices and the integration of social networks as mechanisms that enable the prevention of inappropriate behavior. In this way, accessibility and continuous feedback to the teaching-learning process are favored, since while the learner has the opportunity to have access to various resources for learning, he/she can obtain information on which of the resources is proving to be the most valuable tool for his/her students.

This problem lies in the selection of the most appropriate medium according to the pedagogical objective to be achieved and its usefulness. In spite of this, it cannot be denied that the use of the media favors the formation of adequate behavior patterns in a more accessible way through the media, while the teacher fulfills his or her educational task.

According to Silvestre and Zilberstein (2002), the media needed by the teacher to perform his educational work requires the effective and rational structuring and conduction of the instructional and educational process to meet the demands of teaching. Audiovisual media are recognized as those means of social communication that have to do directly with the image, such as photography and audio. They refer to didactic media that use images and recordings to communicate specific messages. Among the most popular are slides, transparency, opaque projection, slideshows, video and the new multimedia computer systems.

The use of audiovisual media makes it possible, from his point of view, that the teacher, by means of an observation guide, can prevent the behavioral alterations presented by his students through the formation of adequate behavioral patterns.

Therefore, the audiovisual media have the following functions:

- Informative
- Motivational
- Playful
- Research

Making it possible to achieve:

Multiply learning.

Transmit images and sounds transferred to the classroom scenario.

Allow the representation of natural, physical, biological phenomena and chemical reactions through fiction.

Enable the use of filmic materials to form appropriate behavioral norms.

For this purpose, the teacher must follow the following steps during the viewing process:

Prior preparation level.

Orientation to the students for the observation.

Proper observation of the program.

Analysis, discussions or comments on the observed program.

After visualizing, the teacher should specify these elements based on the reflection and active participation of the students. Reflect on your teachings in order to prevent inadequate behaviors in the students.

In an intentional manner, prevention acquires new particularities in correspondence with social demands and is progressively directed to well-being, quality of life, education in results, to broaden culture and to promote an attitude consistent with the norms and principles of society with the active participation of the members of the community, to act for the benefit of children, adolescents and young people and their families through the use of audiovisual media.

In relation to this, prevention advances in the conceptual delimitation, contributions made by authors such as Betancourt (2002) and Díaz (2001). They made it possible to state that prevention is aimed at taking measures to avoid difficulties in the development of the audiovisual media.

For the education sector in Cuba, prevention means the necessary basic training aimed at the schoolchildren, the family and the community by raising awareness of certain problems and making them aware of the damage they cause in order to bring about a change in behavior.

Methods and instruments

The research was carried out at the Pedro A Perez Basic Secondary School with 8th grade students, teachers and educational psychologists of the educational institutions.

A stratified sample of 45 students was selected.

The documentary analyses carried out made it possible to identify the main weaknesses in the prevention of behavioral disorders presented by the students.

The results of the classes observed showed the following:

In the classes there is no treatment of the behavioral alterations presented by the students.

The potentialities of the audiovisual media are not used for the treatment of the behavioral alterations presented by the students.

Insufficient use of audiovisual media.

In the interviews conducted, it was found that teachers are not sufficiently prepared to link, from the educational teaching process, the use of audiovisual media for the prevention of behavioral disorders.

The insufficiencies detected, as gaps that have not yet been resolved, show the need to propose new tools that allow teachers, based on the potential of the curricula, to treat educational prevention with emphasis on behavioral disorders through the use of audiovisual media.

Proposal

Incorporating the media in the school means integrating, revaluing and re-signifying the daily culture of the students. They can be educational to the extent that they influence what individuals learn and how they learn, that is, their knowledge and their relationship with knowledge, the process where reason and emotion, information and representation are mixed.

The proposed audiovisuals contribute to the educational prevention of behavioral disorders from the educational teaching process, which are conceived to be treated in teaching and extra-teaching activities according to the needs and potentialities of the study programs received by 8th grade students.

All sessions begin with a basic presentation game that will help us to become aware of their individual and group identity, approaching the rest of the group and allowing them to enter into the energy of the course and open their eyes to the specific subject matter of each session.

The themes to work with the learners can be directed to:

- Interaction skills
- Self-esteem
- Self-control

- Empathy
- Formal education

Preventive activities make it possible to cover the basic requirements for the implementation of the activities without requiring specific training.

The aim of the educational materials is to contribute to the development of personal relationships by working on everyday life situations. The activities carried out in class contribute to the psycho-affective maturation, to the acquisition of basic habits, to well-being and to the beginning of preventive work.

Example of video debates that can be used:

- Screening of the Cuban film Conducta.
- Educational video: A Painful Footprint.
- Preventing in order to live.
- My friend and I.

The discussion can have different degrees and levels of approach.

1. Level of sensations, feelings and impression caused by the material.
2. Level of the contents, which is the concrete reflection on the topic proposed by the material.

Final results of the implementation of the proposal

The implementation of the proposed audiovisual activities was developed during two school years. In the first one, the teachers were trained, and in the second one, the implementation was verified by the teachers chosen as subjects.

The results obtained with the report of the pedagogical experience, project a positive evaluation and demonstrate the feasibility of the application of the proposal aimed at the prevention of the alterations in basic secondary school students, through the use of audiovisual media.

Conclusions

The implementation of audiovisual activities constituted an effective tool for the prevention of behavioral disorders presented by basic secondary school students, since it was developed from the transformations that lead to the improvement of education and the link between the agents and socializing agencies involved in the work of educational prevention and care for children, adolescents and young people with behavioral disorders. In addition, it represented an instrument that contributed to their training process based on the integral development of the personality.

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