



Sociocultural-educational communication in Virtual Environments. A look from the theory ***Sociocultural-educational communication in Virtual Environments. A look from the theory***

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Recibido: 22 de septiembre de 2021

Aceptado: 2 de octubre de 2021

Resumen

The present research aims to analyze the evolution of the communicative process to determine the elements that allow defining the term sociocultural-educational communication in virtual environments, its characteristics, classification, components and functions based on the criteria of various authors regarding communication in the face-to-face and virtual plane, in addition to its role for the development of society. For the development of the research, methods and techniques such as analysis-synthesis, induction-deduction, documentary, historical-logical study were used that allowed obtaining from the consulted sources the necessary criteria to fulfill the proposed objective.

Keywords: Communication; Educational communication; Virtual educational communication; Sociocultural-educational communication; Virtual environments

Abstract

The present research aims to analyze the evolution of communicative process to determine the elements which permits to define the term sociocultural-educational communication in virtual environments, its characteristics, components and classification from the criteria of various authors regarding communication in the face-to-face and virtual plane, also its role for the development of the society. For the development of the research, methods and techniques were used such as analysis-synthesis, induction-deduction, documentary, historical-logical study that allowed obtaining from the consulted sources the necessary criteria to fulfill the proposed objective.

Keywords: Communication; Educative communication; Virtual educational communication; Sociocultural-educational communication; Virtual environments

Intruduction

Communication occurs between living beings and consists of the voluntary transmission of information through the exchange of chemical signals, songs or pieces of language. In humans it facilitates the development of relationships and learning, as well as allows interaction with other human beings.

In this regard, the 21st century imputes to humans the need to reflect and take the necessary measures that guarantee the survival of the human species where communication plays a fundamental role in the search for viable solutions to this problem.

The communicative process is fundamental for society because it favors the exchange of information between human beings, which facilitates the establishment of relationships, agreements and organization between them.

In this regard, Federico Engels refers that his origins are related to work and the need for communication by stating that

"The development of work by multiplying the cases of mutual aid and joint activity, for each individual, had to necessarily contribute to bringing together the members of society even more. In short, the men reached a point where they needed to tell each other."
(Engels, 1975, p. 273)

Communication became an essential element to develop the practical-transforming activity of nature, and therefore, in the evolution of man himself; the unlimited possibility of transferring knowledge to new generations and directing their activity in concrete social structures, became the existence of language as a medium, as a communication tool.

According to Sánchez Pérez, "apart from articulate language, many primitive civilizations were forced to communicate at a distance, through non-verbal codes such as fire, smoke signals, drumbeats or the sound of the horn."(Sánchez, 2011, p. 12)

Thus, the first manifestations of communication were found in ancient caves, in the form of pictographs and petroglyphs in relation to magic, religion and primitive art.

The emergence of multiple tools and instruments, among which the printing press and the postal service stand out, contributed to expanding communications and reinforcing the preservation of information over time. Added to this, the discovery of electricity and electronics contributed to perfecting these tools, giving rise to the appearance of the telegraph, the phonograph, electronic mail, the INTERNET, among others, thus emerging Information and Communication Technologies (ICT).

The use of these Information and Communication Technologies facilitates the development of social and cultural processes, such as commerce and education, among others, by proposing new scenarios and avenues for communication. To this end, Virtual Environments offer a wide range of tools that facilitate the communication process between subjects without taking into account space-time barriers.

Developing

The concept of communication over time has had many variations, as it has been defined in many ways by the different authors who argue in their research that it is directly linked to the activity of the human being, as a way for the interaction between the subjects that they participate in it.

"Communication is an issue as old as man and as important as him. Many problems and conflicts would be resolved democratically if communication between human beings started from listening with respect and tolerance, enabling the honest and clear expression of mutual interests and feelings." (Raffino, 2020, p. 5)

The word "communication" is considered a polysemantic category, as its study is not typical of a particular science. According to the Dictionary of the Royal Spanish Academy (DRAE) "it is of Latin origin *communicatio*, *-ōnis*, which means: action and effect of communicating or communicating; Treatment, correspondence between two or more people; transmission of signals through a common code to the sender and receiver. ". And "to communicate is also from the Latin *communicāre* which means: to share, exchange, do or put in common" (DRAE, 2001, p. 1). According to (Sánchez, 2011) who coincides with Álvarez (2002) and Rizo (2009) "The prefix (com) means: meeting, cooperation or aggregation." (p. 12)

To Vera and Villegas (1997) communication is the

"Structural element or fundamental dimension of the person and of the human community, and therefore it is a factor that cannot be conceived isolated in the individual or in the social body. Effects are located within a fabric of interrelation and conditioning that communication itself contributes powerfully to form ". (p. 1)

In this definition, communication is revealed as an essential component of human beings as a result of their interaction with society and vice versa, so none of the factors that intervene in this process can be seen separately.

Coinciding with the above, Maximum (2020) states that "communication between living beings represents a very important aspect of life, since it allows them a certain margin of social organization or interactions." (p. 1)

In turn, the social communicator Isbel Delgado states that "communication is a process that consists of the transmission and exchange of messages between a sender and a receiver."(Delgado, 2020, p. 1)

On the other hand, the Psychologist Juan Armando Corbin asserts that

"Communication is the action of exchanging information, either between two or more people, with the purpose of transmitting and receiving information (written, emotional, etc.). The person (or persons) who sent the information is the sender, and the person who received it is the receiver. The medium by which the message is transmitted is the channel."(Corbin, 2021, p. 1)

Both authors agree that the transmission of information is the central axis of communication. But(Torres, 2021, p. 1) It also reveals other components of communication such as the sender, the receiver, the channel and the feedback elements with which it is agreed for this research because it is considered essential for the development of a good communication process.

In the scheme proposed by the North American engineer Claude Elwood Shannon it is assumed that

"Communication is a linear scheme where" the source "produces a message, which is transformed into signs by the" sender "in order to make it transmissible through" a channel "to a" receiver ", who decodes and decodes it. rebuild. Any disturbing and undesirable presence is called "noise." Quoted by(Brocca, 2013, p. 29)

In this approach, new elements that make up the communicative process are revealed, such as the source that generates the message to be transmitted and the noise that distorts the understanding of that message and that, in the opinion of the authors, are important for the development of a good communicative process. .

Throughout the evolution of man, communication has played a fundamental role in the development of social processes, such as Education, where it allows interaction between teacher and student, enhancing individual development and the personality of both.

Besides (Lamb, 2018) coincides with Zabala and Bustos (2001) accurately reveal the sociocultural character of communication by saying that:

"It is a concept that crosses the multiple fields of the social and the cultural. Communication is a fundamental human process, which presides over and frames the life of man, both in his construction as an individual and in his immersion in the social. The communicative is at the base of most social practices and is the process that makes relationship life possible. In this sense, all social practice involves, to varying degrees, a form of communicative practice. " (p.1)

In this regard, the Mexican professor Carlos Luna points out that:

“Communication is a modality of social interaction that consists of the intentional intervention on the cognitive and axiological systems of social actors through the provision of encoded information or, to put it in another terminology, through the production of messages that, in the framework of a certain cultural community, contributes to the significance of reality (...)” (Luna, 1991, s / p)

In the pedagogical field, communication plays a fundamental role as it constitutes the way for teacher-student and student-student interaction that guarantees a higher quality teaching-learning process.

Various authors have addressed the term educational or pedagogical communication as it is also called. On the face-to-face level, Salcedo, (1999) coincides with Ojalvo (1996) by defining it as "a process inseparable from teaching activity, where various interaction practices intervene". (p. 8)

For its part, (D. García & Almeida, 2013) agrees with Álvarez (2002) in stating that educational communication is

“A truly educational process takes place when the human relationships that occur in the pedagogical process are not only about the transmission of information, but also about exchange, interaction and mutual influence, which encourages the development of the individual, their personality and the school group ; as well as the teacher, either as a person or professional.” (p. 45)

In this regard, Sánchez Pérez assumes "educational communication as a process, as it enables the active role of subjects in their interactions, as well as the joint elaboration of meanings as an essential characteristic of the contextualization of the pedagogical process and its educational actions." (Sánchez, 2011, p. 15)

Another definition is the one provided by García Noyola who asserts that

"Educational communication is seen as a process of socialization and structuring of people in which various factors, including the media, influence, however it is not limited to the implementation of these in the educational task, in fact, they may not be used and still not to affect the existing dialogue between the participants, moreover, it is not located exclusively in the classrooms because, as we have seen, it is found in all spaces and collective events.” (F. García, 2017, p. 6)

These criteria connote the importance of educational communication to achieve better results in the teaching-educational process manifested in the formation of the personality of students not only from the classroom but in the different contexts in which this type of communication is developed.

In this regard, the researchers Edison Javier, Sylvia del Rosario and Ketty Jadira state that

"The use of ICTs is essential as a transversal axis in education to improve the teaching-learning process, these tools allow the use of techniques, means and strategies, innovative and creative methodologies, which will allow constant teacher training, all in parallel with the vision and mission of improving Education. " (Guaña-Moya, Llumiquinga-Quispe & Ortiz-Remache, 2015, p. 13)

At present, distance education gains importance for the development of the teaching-learning process due to the isolation conditions that exist in many countries due to the scourge of COVID-19. In this sense, ICTs, ICTs, have increased innovative initiatives in the exchange of information, influencing the development of teacher-student communication where virtual environments occupy a leading position.

Virtual environments, understood by (Guerrero-Muguercia, Sánchez-Pérez & Moreira-Carbonell, 2020) as "spaces for sociocultural-educational exchange configured in telematic networks, made up of synchronous and asynchronous communication tools." (Guerrero-Muguercia et al., 2020, p. 89), They are in charge of mediating the communication process in telematic networks.

The term communication in these environments has been approached by several authors, among which Alexánder Ortiz stands out, who defines it as "a process that allows creating, exchanging, and sharing information in virtual settings." (Ortiz, 2010, p. 37)

Researcher Sonia María Santoveña states that "online communication is a means that integrates didactic objectives with technological innovation." (Santoveña, 2011, p. 96)

On the other hand, Maritza and Melissa Flórez define virtual communication "as the exchange of information in a synchronous or asynchronous way, based on different technological supports, between the parties that intervene, such as the sender and the receiver, established within a social context. , cultural, pedagogical and technological ". (Flórez & Flórez, 2013, p. 2)

When analyzing these definitions, it could be summarized that communication in the virtual plane is the interaction between two subjects connected from any geographic location, who manage to exchange information: texts, images, sounds, videos or their combination with ease.

The primary tool for the development of any culture is education, which must reach all educational levels and all places. Taking into account the benefits offered by the communication tools that make up virtual environments, these facilitate the achievement of this objective by allowing the educational process, as a fundamental basis of cultural development, to reach the most unsuspected regions of the planet. From this premise Sánchez Pérez defines educational communication in virtual environments:

"As that communication oriented towards the development of informational, perceptual, evaluative and pedagogical-instrumental mediation skills of the participants in the virtual pedagogical process, which occurs from a real sociocultural context to a virtual sociocultural context and vice versa, from the interactivity and interaction between teachers, students and these with each other, taking into account the knowledge they have and the role they play, characterized by a language that uses codes (symbols, icons and signs) specific to each communication tool (synchronous or asynchronous) by which the communicative process is mediated. " (Sánchez, 2011, p. 30)

In the opinion of the authors of this research, the postulates analyzed above allow us to determine the role that communication plays in the development of social processes, mainly in education as a fundamental basis for the development of society. On the other hand, culture also constitutes a main axis for the development of society. In this sense, universities play a primary role in cultural promotion by taking university culture outside the borders of higher education centers through University Extension.

According to González (1996), the University Extension is considered as

"... The process that, as part of the University-Society interaction system, has the purpose of promoting culture in the intra and extra-university community to interrelate with the other main processes of higher education: Teaching and Research, contribute to its cultural development. The extension constitutes a regularity in the University-Society interaction, with its own personality and that contributes a final product or result of the university work. "(p. 72)

Taking into account the above, Guerrero-Muguercia et al. They assert that

"The advantages and benefits provided by Virtual Environments for University Extension at the University of Guantánamo benefits its social impact on the cultural development of the intra and extra-university community by enabling a greater number of people to access extension activities regardless of the space-time differences. "(Guerrero-Muguercia, Sánchez-Pérez & Moreira-Carbonell, 2019, p. 10)

Based on the analysis of the criteria provided in the definitions of communication and educational communication, both face-to-face and virtual, of virtual environments, the role that these play in the realization of social processes such as education and culture, the relationship that exists between these processes for the cultural development of society as well as the influence of the University Extension to achieve this objective, sociocultural-educational communication in Virtual Environments is defined as: that communication that arises from the interaction of subjects in extension activities mediated by exchange spaces sociocultural-educational configured in telematic networks, made up of synchronous and asynchronous

communication tools, oriented towards the cultural development of intra and extra university communities.

Sociocultural-educational communication in Virtual Environments is characterized by a language that uses specific codes (symbols, icons and signs) for each communication tool (synchronous or asynchronous) by which the communicative process is mediated between the subjects that interact in the activities extensionists. It develops from a real socio-cultural-educational context to a virtual socio-cultural-educational context and vice versa.

The term synchronous communication is defined by

With regard to synchronous communication, it is defined as "the exchange of information over the Internet in real time and asynchronous communication is established between two or more people in a deferred manner in time, that is, when there is no temporal coincidence." (Lamí, Pérez & Rodríguez, 2016, p. 85)

From the above Lay et al. (2019) Synchronous communication tools need to be defined as "those that allow communication in real time between the participants." (p. 4) Among the tools that allow this type of communication are chat, video and audio conferences.

On the other hand, they assert that asynchronous communication tools "are those in which communication does not take place in real time, that is, in which the participants are not connected in the same space of time." (p. 3) These tools include blogs, wikis, forums, mail, among others.

According to the type of communication tool used to mediate the interaction between the subjects, sociocultural-educational communication in Virtual Environments is classified as:

Synchronous: It can be classified as temporarily dependent because it occurs between two or more people connected at the same time and who can be physically located in different contexts, and can even share the same space. The tools used in this type of communication include chat, audio and video conferences.

Asynchronous: It is characterized by being temporarily independent since it develops between two or more subjects that do not necessarily have to be connected at the same time and may or may not be physically located in different contexts. Among the tools used in this type of communication are blogs, wikis, forums, and mail, among others.

For sociocultural-educational communication in Virtual Environments, the components of the communicative process indicated by (Mérida, 2014, p. 1) and they are contextualized to the virtual plane. The components are listed below:

Transmitter: He is the one who transmits the message.

Receiver: is the one who receives the message.

Code: It is the set of signs that will be used to create the message (words, gestures, symbols, icons, images or their combination depending on the type of tool being used at the time of interaction).

Message: It is the information or set of data that is transmitted.

Communication channel: It is the physical medium that will be used to send the message, such as a phone, tablet, laptop, computer, etc.

Noise: They are all the distortions that can influence the reception of the original message, and can be both from the sender, the channel or the receiver.

Feedback or feedback: in the first instance, it is the receiver's response to the received message. If the sender subsequently responds to what is sent by the receiver, it is also considered feedback.

Context: are the circumstances in which the communication process develops. They have a direct influence on the interpretation of the message (physical or virtual space, cultural frame of reference of the sender and receiver, social context, etc.)

According to (Delgado, 2020, p. 1) Within the communication process, five basic functions are distinguished, which are assumed for sociocultural-educational communication in Virtual Environments, which are described below:

Informational function: The message transmits objective information supported by verifiable data in order to promote extension activities mediated by virtual environments.

Persuasive function: It is about convincing the receiver of the message or modifying their behavior in order to contribute to their cultural development.

Training function: The intention is to transmit messages to generate new knowledge in the receiver that contributes to their cultural development.

Entertainment function: It is about creating messages designed for the enjoyment and development of a general-integral culture in the receiver.

Conclusions

The analysis of various sources related to the term communication allowed to determine that this is a process inherent to the human species that promotes development and social organization by favoring human-society-human interaction since ancient times. The essential elements of this concept were determined, both in the face-to-face and virtual level, which allowed defining the term sociocultural-educational communication in Virtual Environments as a result of the

interaction of the subjects in extension activities mediated by these environments. Its characteristics, classification, components and functions were also established according to the context in which this communicative process takes place.

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