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REVIEW

Psychopedagogical actions to prevent technological addictions in primary school students

Acciones psicopedagógicas para prevenir las adicciones tecnológicas en los educandos de la educación primaria

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ABSTRACT

Technology addiction is a worldwide problem that brings with it negative biopsychosocial consequences. The appropriate use of information and communication technologies from primary education would enable students to develop digital competence, which implies being an autonomous, effective, responsible, critical and reflective person when selecting, processing and using information and its sources, as well as its technological tools. The objective was to elaborate psycho-pedagogical actions for the prevention of technological addictions in elementary school students. For the development of the research, the dialectical-materialistic method was used, as well as theoretical and empirical methods. Twenty-two updated bibliographies related to the topic were used. The proposed psycho-pedagogical actions constitute a theoretical contribution to the prevention of technological addictions in elementary school students, contributing to the improvement of the educational act by taking into account the potentialities and difficulties of learning, as well as the individual characteristics of the students.

Keywords: Psychopedagogical Actions; Technological Addictions; Social Networks.

RESUMEN

La adicción a la tecnología constituye un problema a nivel mundial que trae consigo consecuencias negativas biopsicosociales. El uso adecuado de las tecnologías de la información y las comunicaciones desde la educación primaria posibilitaría que los educandos desarrollen la competencia digital que implica ser una persona autónoma, eficaz, responsable, crítica y reflexiva al seleccionar, tratar y utilizar la información y sus fuentes, además de sus herramientas tecnológicas. Se planteó como objetivo: elaborar acciones psicopedagógicas para la prevención de las adicciones tecnológicas en los educandos de educación primaria. Para el desarrollo de la investigación se utilizó el método dialéctico-materialista, así como métodos teóricos y empíricos. Se utilizaron 22 bibliografías actualizadas relacionadas con el tema. Las acciones psicopedagógicas propuestas constituyen un aporte teórico en la prevención de las adicciones tecnológicas en los educandos de la educación primaria, contribuyendo al mejoramiento del acto educativo al tenerse en cuenta las potencialidades y dificultades del aprendizaje, así como las características individuales de los educandos.

Palabras clave: Acciones Psicopedagógicas; Adicciones Tecnológicas; Redes Sociales.

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INTRODUCTION

In today's society, various conditions are constantly appearing, and both the audiovisual media and part of the scientific community coin new terms to name them. For some years now, there has been talk of so-called behavioral addictions, and everyone is familiar with supposed illnesses such as addiction to work, shopping, exercise, and so on. With new technologies, the avalanche of diseases has increased even more. There is talk of addiction to video games, cell phones, the internet, and, in recent years, social networks, among others; however, to what extent these are true addictions is a subject of deep debate, in addition to not being recognized as illnesses in the current official classifications.

The World Health Organization (WHO) has confirmed that addiction to video games will become a mental illness in a very short time, especially online games, which are more common in adolescents between the ages of 12 and 17 than in adults.[1]

Several authors have addressed the issue of technological addiction.[2,3,4,5,6,7,8,9,10,11] They all agree that using electronic devices for long hours is detrimental to development and causes behavioral problems, sleep disorders, and even depression and anxiety, with the risk of generating addiction.

Along the same lines as mentioned, there are social networks and the continuous need to stay connected. Addiction to networks leads to a loss of control, serious interference at school, family, or social level, and excellent mental immersion.[1,12,13,14,15,16,17,18]

These inadequacies are reflected in the fact that learners get upset when they have not accessed social networks for a long time, they use them for longer than they had originally planned and secretly from teachers, they are violent if they are interrupted, they go online even knowing that they should be attending class, they use break and after-lunch time to interact on social networks, they even have frequent arguments with parents and teachers about the excessive use of devices.[1,19,20]

The above analysis allowed us to formulate the following scientific problem: How can we prevent technology addiction in primary school pupils? The objective of the research was to develop psycho-pedagogical actions for this purpose.

DEVELOPMENT

Theoretical foundations that underpin psycho-pedagogical actions to prevent technological addictions in primary school pupils

The foundations of psycho-pedagogical actions are conceived as a theoretical referential system that complements the positions assumed to avoid technological addictions. These are based on philosophy, as philosophy is the methodological basis of all sciences with a materialist approach. The study of different authors of the philosophy of education allowed us to identify the axiological in the pedagogical sciences and its manifestation in the psycho-pedagogical actions that are proposed, revealing the possibilities that exist for the educability of the human being, its concretion through activity and communication, and the expression of these in the integral formation of primary school students. Likewise, it is also theoretically supported and accounts for its essentiality, the dialectical-materialist principle of the universal concatenation between facts, processes, and phenomena.From a sociological point of view, psycho-pedagogical actions contribute to learners' adaptation and social well-being and the transformation and/or change of reality to achieve personal self-realization and social dynamization.

The psychological foundations are based on the assumption of the phonological approach, which involves applying the structure and functioning of personality to explain all phenomena relating to human beings, in this case, the technological addictions of primary school pupils. The psychological theory on which Cuban pedagogy is based is the conception of the historical-cultural development of the human psyche by Vygotsky (1896-1934), in which the unity between instruction and education is apparent, which presupposes that the process of appropriation is linked to both the cognitive and the affective levels. When assessing the effectiveness of this conception in educational practice, its application should not be seen directly but mediated by creative and dialectical pedagogical reflection. Psycho-pedagogical actions intervene in the regulation of the activity as the effect of external control or internal regulation of the subject or subjects of the activity.At the educational level, the teacher must approach the student in their social development situation, which is why diagnosis is essential. This diagnosis needs to be contextualized and considered when addressing personality, the social objectives of education, education as a driver of development, the zone of proximal development based on the current state, motivation, and how to address resistance to change.

The guiding role of the school was considered from a pedagogical point of view. This idea carries with it the understanding of the need to educate man while instructing him. To do so, all the possibilities offered by primary education and society, in general, are used, including each subject of study based on its content.Psycho-pedagogical actions also require a legal basis, so what is set out in the resolution on preventive work and the methodological work carried out in primary schools is complied with, aimed at meeting the demands that society establishes in the comprehensive training of students and guiding the families and communities where they develop.

Psycho-pedagogical action is mainly linked to the planning of educational processes, understanding that planning is an act that includes the analysis of needs and the establishment of objectives, goals, design, and evaluation; its primary purpose is to contribute to improving the educational act. The counselor acts in various fields, such as guidance and psycho-pedagogical intervention, which refer to knowledge, methodologies, and theoretical principles that enable the execution of preventive, corrective, or support actions from multiple models, areas, and principles, addressing various contexts. Within the different regions of psycho-pedagogical intervention, there is guidance in teaching-learning processes, which has focused its attention on the acquisition of learning techniques and strategies, the development of metacognitive strategies, and motivation.[21,22]

Psycho-pedagogical actions to Prevent Technological Addictions in primary school pupils

1. Identify, through the application of surveys, students' knowledge and perspectives on the use of social networks.

2. Create an institutional digital platform disseminated through social networks that provides reliable and official information, guidance, and resources in accordance with the educational programs of the Cuban political system, allowing them to live fully free and healthy.

3. Prepare different types of posters, already prepared by the students, with various themes related to social networks and their negative influence on the sexuality and health of adolescents and young people. The posters can be produced using technology by printing them on a large scale or by painting them. They will be displayed in school corridors or public parks with the prior authorization of the authorities.

4. Hold individual educational talks where it will be possible to talk to different students who have or exhibit negative behaviors concerning social media addiction.

5. Develop and execute the project "How's my digital weekly diet going?" It is based on the idea that, on the first day of the week, that is to say on Mondays, each schoolchild should spend a few minutes individually discussing their doubts, concerns, situations, or joys of the past week with the educational psychologist or teacher, concerning social networks, The child is advised and guided to take healthy advice for life in the week that has just begun, without giving up social networks, but being more responsible.

6. To make a cycle of videos, films, and documentaries dealing with the impact of social networks on health and sexuality. The ideal place for these activities could be in the community cultural center or the video room, where students can take advantage of the open space, air conditioning, or natural ventilation, which is better than classrooms. Examples: television series such as: "Calendario," Primer Grado," And Valientes"; programs such as: "Cuando una Mujer"; selected episodes of the comedy series "Vivir del Cuento" that have dealt with the subject.

7. Carry out the classroom activity 'Control your network.' In this activity, you will work on different ICT-related topics: abusive use of the Internet, privacy, security, cyberbullying, social networks, and circles of trust.

Duration: 45 minutes.

Objectives: to identify the people we can trust in networks and learn to choose who to share our information with.

Materials: trust circles poster, paper, glue, scissors, pencils, or pens.

Contents: people we can trust, interactions on social networks.

Development: Create groups of 3 to 4 students. Each group should make a list of approximately 10 interactions they can carry out on the Internet, such as sending a photo, accepting a friend request, or chatting. They should make some small cards writing each of the interactions they have selected. Download a poster of circles of trust from the Internet and distribute it to each group.

Each group should then stick each card in the color of the circles of trust where they consider they could carry out the different interactions, being able to repeat the card in several circles. Pooling ideas to analyze the interactions that each group has highlighted and reflecting on the importance of carrying out the different actions with people we trust.

8. Carry out the activity "Internet Addiction" in the classroom.

Duration: 45 min

Objectives: to recognize the abusive use of the Internet; to reflect on our social behavior.

Materials: computer and digital whiteboard, pencils or pens, paper, cardboard, and markers (optional).

Contents: proper use of the Internet, prevention guidelines.

After watching a video, each student will answer the following questions on a sheet of paper:

- How many hours a day do you spend connected to the Internet?
- How much time do you spend on video games per day or week?
- How much time can you watch YouTube videos or check social networks?
- Do you have set times for playing games or using your mobile? Or do you constantly check your mobile and respond immediately to messages?
- How many video games do you have installed on your mobile, tablet, or console? And how many social networks?
- Have you made payments within the game itself to get some prize or reward...? If so, how much money have you been able to spend?

Once the students have answered these questions, they will share their answers and reflect on the following questions:

- Could you invest your time in video games or using your cell phone in another activity? Give an example.
- Do you think you would be better organized if you had set times for using digital devices?
- Do you think excessive use of new technologies affects your school performance?

Optionally, each student or group can make posters with advice on avoiding the excessive use of new technologies.

CONCLUSIONS

The proposed psycho-pedagogical actions constitute a theoretical contribution to the prevention of technological addictions in elementary school students, contributing to the improvement of the educational act by taking into account the potentialities and difficulties of learning, as well as the individual characteristics of the students.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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