Incidencia del uso de la tecnología en la comunicación escuela-familia
Incidence of the use of technology in the school-family communication

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Resumen: El ensayo parte de la valoración del uso de la tecnología en la comunicación escuela-familia. Revelando las posibilidades reales del empleo de las nuevas Tecnologías de la Información y las Comunicaciones en el fortalecimiento de este vínculo. Para el abordaje del tema, son analizados los canales de comunicación que se utilizan o que poseen potencialidades para emplearse. Se develan de forma crítica y creativa, el uso racional de la tecnología como facilitadora y mediadora de las acciones comunicativas con la familia de los educandos y vía para solventar las limitaciones que emergen en esta relación.
Palabras claves: Tecnología; Comunicación; Escuela-Familia; Canales de Comunicación.

Abstract: The essay is based on the assessment of the use of technology in communication in the family-school. Revealing the potential of the used of news Information and Communication Technologies in strengthening the school-family bond. To address the issue, the communication channels that are used or that have potential to be used are analyzed. Revealing of critical and creative, the rational use of technology as a facilitator and mediator of communication actions with the students's family and as a way to solve the limitations this relationship.
Key words: Technology; Communication; School- family; Communication channels.

Introducción

The social essence of man is based on the network of social relationships that he establishes throughout his life with the different human groups in which he is inserted. The family exerts a determining social influence; the school, for its part, must generate a constant exchange with this social group in order to fulfill its mission as the educator of new generations.

In this complex system of relationships, students receive multiple influences, both in the political, economic and social order in general. It is almost impossible to conceive the life of the human species without the use of Information and Communication Technologies (ICT). Communication, social and productive activity of man is permeated

by technology and its advances, the use of this implies a way of living, quality of life and even the conception of the world of people.

A preliminary analysis leads to the approach of the dialectical materialistic basis of Marxist psychological science. The human being is an active result of his social relations, of the context and the historical moment in which he lives, as well as a transforming entity of it. The life of man today is conditioned by technological advances, which at the same time are products of the transformations that man himself is creating.

Scientific, economic, political and social progress is associated with technology, linked according to García (2013) to the knowledge, techniques and technological devices that enable the application of scientific knowledge, and through communication information is transmitted between a sender and a receiver. Thus, it is possible to refer to the set of devices and knowledge that enable the processing, transmission and storage of data and favor the development of communication between people. It is undeniable the importance of the same in the communication and the life of the people, its advantages in all the spheres of the social life, the problemical is promoted by the use that is made of the technology.

On the one hand, the dilemma has two aspects: on the one hand, the irrational use of new technologies, manifested in family dysfunctionality and inability to manage them optimally, with a negative effect on the results of the students. On the other hand, the use of ICTs in the mediation of relationships and the strengthening of the link between the school and the family. The provision of educational tools and resources for the fulfillment of the social role of both agencies, their rational, planned and optimal use is undeniable in the integral formation of the personality, but at the same time imposes new challenges today. Everything depends on the use made of them, which in many occasions is limited by economic restrictions, the difficulty to access them or by the social stereotype of the damage that their use can cause.

Based on this analysis, from a psychological and communicative point of view, it is worth asking: How does the use of ICT affect communication between the school and the families of its students?

Taking this situation into account, the assessment of the incidence of the use of ICT in school-family communication is proposed during the essay.

Development

The structuring, organization and planning of communication is one of the vital processes for the fulfillment of the school's social mission in its relationship with the family. That is why a whole infrastructure system is configured and ensured to manage it. This includes the use of technology to keep pace with these times, which demand greater accumulation and quality, immediacy and accuracy of information, openness to new horizons and scientific knowledge both for the work of teachers and for the training of students.

This process of interaction that takes place in a school context, the school as an educational institution, fulfills the social role of forming the new generations through education and constitutes at the same time the work center where teachers, professors and directors assume roles that make the development and fulfillment of their social function viable. The new forms of communication that condition social interactions play a transcendental role in this.

Technology implies and demands new ways of communicating, interacting, decoding messages and new ways of retransmitting them. Channels, tools and resources go hand in hand with technological advances, evolve with science and enable the development of the human species, which in turn modifies the way it relates to its surrounding reality.

In this sense, technology, seen as a social practice involving social organization, use of artifacts, management of resources with scientific rationality and practical demands, is a determining factor. Communication and technology constitute an important binomial today. It is difficult to imagine life without the press, radio, television or the Internet. (Pellicer, 2013)

Therefore, the school should not detach itself from the new knowledge that is emerging in society, these changes affect today's man, his way of thinking, acting and conceiving life. In the teaching-learning process of students, Information and Communication Technologies (ICT) are increasingly used to make the process feasible; there are many teaching methods based on technology that have proven efficiency.

The necessary look from another perspective stimulates a more integral vision of what can be achieved in schools with the communicative mediation of ICTs, which today is sometimes limited without a real exploration and verification of their usefulness, or because of the perception of the lack of access to them, which is really increasing, because they are also part of the country's politics.

If we want to talk about communication in education, it is necessary to get rid of traditionalist positions that still use the term pedagogical communication. Educational communication should not be restricted to the context of the classroom, to the relationship between educators and students. Relationships among school members and between the school and its environment are also part of communication.

Educational communication should be understood as a process of interaction between teachers, students and students among themselves and between the school and the community. Its purpose is to create a favorable psychological climate and to optimize the exchange and recreation of meanings that contribute to the development of the personality of the participants. (Ojalvo, 1999)

Technological mediation is essential and undeniable in this process, even more so in the relationships and communication to be established with the family. Communication channels are a key factor in the school's communication with the family. Access to information is essential for the optimization of this relationship and the promotion of participation. The use of ICTs by the school in its relationship with the family prepares the latter to use them. With the theory-practice nexus, communication is enhanced and family functioning is facilitated. It becomes a way for counseling and responsible use, depending on the access to technology by parents, tutors and teachers and the infrastructure created in the school itself.

School communication with the family still lacks strategic planning, but this does not mean that the messages, channels and ways in which they will be transmitted to the family should not be organized and planned. Multiple channels are used for communication with the family, but the interest is focused on the use of technology, which are generally indirect means and rarely favor feedback, and do not allow direct interrelation. The above does not imply that its use should be limited, the reasoning that

is intended to lead to its rational use, to know which products to consume, to regulate its consumption in households and to take advantage of its benefits in a creative way.

The mass media, with their relative antiquity, are among those that have suffered the most from the effect of technology. They keep pace with technological advances that modify and improve them, influencing their access, signal reach, quality and feedback with the public. Communication technologies, in this sense, radio and television, give rise to new means of education and forms of culture.

Both provincial and national mass media allow the dissemination of the school's actions. Radio and television are part of the educational and psychological accompaniment in the family. In the period of isolation and quarantine, they are an educational support widely used due to their non-presential nature. They are also an important way to systematize academic contents, as is the case of television, with teleclasses, an alternative to continue the preparation of students at home.

Families should be involved in their children's education, know the school, its achievements, its activities, the good practices of the families of the vanguard children, the work of outstanding educators, social projects, among others. These media make it possible, but their use is still not enough, sometimes the reluctance to make public information that is kept hidden, only hinders development. On the other hand, the educational function of the school can be exercised with the mediation of these media, the discussion of current issues and educational guidance, have greater reach.

E-mail allows sending and receiving personalized information, exchanging messages between users of computers connected to the Internet. It is characterized by speed, convenience, economy, possibility of attachments. It makes it possible to send congratulations to parents and guardians, promoting recognition and motivation. The information received by family members about their children can strengthen the bond, keeping them informed without going to the school, as well as being a feedback channel for those who have access to it and those who use it regularly.

As specified, not all parents have access to it and those who receive information through it do not think it necessary to come to the school for face-to-face contact, so its use should always be regulated by encouraging direct contact. Generally speaking, it is a

channel in great demand and works effectively for the proposed objective, but its use today is negligible in schools.

The Internet is a potential medium for achieving visibility of the activities and work of the school institution. It is an essential platform that allows establishing a quick and simultaneous relationship with users of Facebook, Twitter, LinkedIN, among others. This is a valid and very timely support for external audiences. They are in great demand and their use uses a lot of time. Social networks on the Internet have many followers and access to them is increasing. They are instituted as a phenomenon that affects learners more strongly, even inducing the consumption of products that are not in accordance with their Social Status of Development.

However, the proper handling and consumption by children is a challenge for the family, but the school can collaborate and even turn into an advantage the fact that through Facebook, students and their families can receive knowledge, advice, guidance and information. Public good messages can be made viral, social campaigns can be carried out virtually, educational reflections can be shared with the family and joint activity between students and their parents can be promoted with the discussion of these messages, which can then be analyzed at school, generating participation. Social networks also played an important role in the confrontation with Covid-19 and in communication during the quarantine period.

Web pages, due to their characteristics, are attractive and important for publicizing the school. These interactive multimedia applications, made up of hypertexts that include information with multiple codes (text, image, sound) capture the attention, are perceived by their design, color and visual information. Despite their quality of being attractive and capturing the attention of users, providing information and publicizing the entity on the Internet, their use is not widespread and they are not given the same importance at different educational levels. In order for the world to know the quality of education in Cuba, it is pertinent to make it known and this is one of the benefits of technology.

Web pages contain educational projects, schedules, activities with photos or videos, evaluation calendars, virtual classrooms and libraries, among other information that can be accessed by families and students. There is still a lack of resources to design,

implement and access them effectively, a fact that can be solved with the help of multidisciplinary teams and with the support of science and innovation.

Technology evolves every day and it is a daily challenge to interact with it. If it is used rationally, the objective is precise and coherent actions are designed, it becomes a vital support in the consolidation of the relationship between the school and the family. It is necessary to bear in mind that they must be complemented with other direct channels that facilitate face-to-face contact and thus communication also fulfills its affective and regulatory function. The appropriate use of technology requires training and management of time and resources.

The conception of communication as a social process allows us to infer that ICTs influence how men relate to each other. If they are used irrationally, they negatively affect relations with the family, with the consequent weakening of this bond. For this reason, it is necessary to take advantage of the facilities that technology offers from the communicative point of view, in a rational, optimal and creative way, overcoming the limitations that persist.

Conclusions

Rationally used technology is an important support in the management of school communication and in strengthening the school-family link by facilitating the flow of information between both agencies. The use of ICTs to strengthen the school-family communication link should be planned and accompanied by the use of direct channels that promote face-to-face contact. They constitute important educational and psychological support, facilitating social interaction with the students and the family.

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