

The Didactic Orientation of Communicative Practices in Social Networks During the Training of Social Communicators

Darmis Girón Vaillant *, Lic. Omara Fernández Bravo, Yulianne Rodríguez Zorrilla

Faculty of Humanities. Eastern University.

*Corresponding Author: Darmis Girón Vaillant, Faculty of Humanities. Eastern University.

Received Date: April 05, 2024; Accepted Date: April 16, 2024; Published Date: May 01, 2024

Citation: Darmis G Vaillant., Lic. OF Bravo., Yulianne R Zorrilla. (2024), The Didactic Orientation of Communicative Practices in Social Networks During the Training of Social Communicators, *Clinical Trials and Clinical Research*, 3(3); DOI:10.31579/2834-5126/063

Copyright: © 2024, Darmis Girón Vaillant. This is an open access article distributed under the creative commons' attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract

This article examines the benefits and challenges of the communicative practices of university students of Social Communication in social networks as sociocultural communication tools and their didactic orientation, as well as the didactic strategies that can be used to make the most of their educational potential, so that their implementation integrates them into the learning process based on: the development of effective communication skills, critical thinking skills and the ability to unravel and evaluate online information. To do this, information collection methods were used in internet profiles and written evaluation activities, class observation, guidance on work practice activities and interviews. It is concluded that social networks offer opportunities to promote active participation, the practice of the profession, the exchange of knowledge and collaboration between students, as long as they are used responsibly and are appropriately integrated into the educational environments they use. through a coherent didactic orientation that contributes significantly to making them aware of the veracity of the information they share and consume as social communicators, as well as the need to respect the privacy and integrity of others.

Keywords: didactic orientation; communication practices; social networks; sociocultural tools

Background

Communication practices are a fundamental part of human interaction and play a crucial role in transmitting information, building relationships, and shaping society. Throughout history, numerous theories and approaches have been developed to understand and analyze communication practices, from verbal and non-verbal communication to information and communication technologies. In this work, we will explore the importance of communicative practices in the contemporary context and their relevance in science and society.

Nowadays, social networks have revolutionized the way we communicate. These digital platforms have not only changed the way we interact with our friends and family, but have also significantly impacted the way we learn and function academically. In this sense, the didactic orientation for communicative practices in university students through social networks is presented as a relevant topic in the current educational context.

The antecedents of communicative practices in university students go back to the first research in the field of communication and education, which has studied the way in which university students interact and communicate in different academic and social contexts.

Some relevant background information includes studies on the use of technology in student communication, communication strategies in the classroom, the influence of social networks on interpersonal communication, intercultural communication, and communication in the academic and professional spheres.

This background has provided valuable information about the communication practices of university students, their needs and challenges in developing effective communication skills. Thanks to these studies, communication skills development programs have been designed and strategies have been implemented to improve communication in the university environment.

The background of communicative practices in university students has been fundamental to understand and improve communication in the academic field, as well as to prepare students to face communicative challenges in their professional and personal lives.

Nowadays, social networks have become an omnipresent means of communication in the lives of university students. These digital platforms offer a space to share information, exchange ideas, and make connections with your peers. However, they also pose challenges in terms of their responsible use and the impact on the quality of communication. In this article, the communicative practices of university students on social networks will be examined from a didactic-oriented perspective, with the aim of identifying pedagogical strategies that allow them to make the most of their educational potential.

Development

Communicative practices. Its conception and incidence.

Communication practices are essential in our daily lives, as they allow us to express our thoughts, feelings and ideas effectively. Through verbal, non-verbal, and technological communication, we can establish meaningful connections with others, resolve conflicts, share information, and build strong relationships. They are essential in the workplace, since they help us collaborate with our colleagues, present ideas clearly and persuasively, and negotiate agreements. In short, developing strong communication skills is key to success in all aspects of life.

According to Morales, MF; Chiluisa, CV; Aveiga, MV and Guerrón, SX (2022) research in communicative practices encompasses theoretical and methodological approaches, from linguistics and psychology to sociology and anthropology; Among its topics of interest are discourse analysis, social interaction, intercultural communication, psychology of communication, non-verbal communication, political communication, organizational communication and online communication, among others.

In the academic and scientific field, communicative practices play a crucial role in the dissemination of discoveries, theories and findings, scientific dissemination and interaction with the public are fundamental for the advancement of knowledge and understanding of science. Likewise, communicative practices are fundamental for collaboration between disciplines, participation in scientific debates, and the incorporation of science in political and social decision-making.

Recent research has addressed topics such as the use of social networks for the construction of digital identities, the influence of social networks on the formation of public opinion, the spread of fake news, the impact of social networks on mental health, among others. These studies have contributed to understanding the role of social networks in today's society, as well as identifying their positive and negative implications.

From an interdisciplinary perspective, communication practices have been studied from different academic and professional fields, such as education, health, journalism, advertising, technology, organizational management, community development and humanitarian assistance. This research has contributed to understanding how messages are produced, circulated and interpreted, as well as the effects they have on people, groups and societies.

Communication practices on social networks have experienced significant growth in recent years, becoming a fundamental tool for social interaction, the dissemination of information and the construction of digital identities. This article aims to analyze the communicative practices of university students on social networks from a scientific perspective, highlighting their relevance in the academic and social field.

In current university education, communicative practices have experienced a significant transformation due to the advance of information technologies and computer-mediated communication, social networks and mass media, modifying the teacher-student relationship based on the form in which information is generated and knowledge is accessed. Researchers such as: Al López (2019), Reyes García, YB (2022), Reyes García, YB, Suárez Chang, Y. and Tabares León, Y. (2022) have established criteria to evaluate communicative practices in university students through of social networks, the following:

1. Frequency of use : The frequency with which students use social networks to communicate, sharing posts, liking or commenting on others' posts is evaluated.
2. Type of content : The type of content that students share on their social networks is analyzed, such as whether it is personal, academic or professional content.
3. Interaction with other users : The way in which students communicate with other users on social networks is investigated, whether they participate in conversations, exchange opinions or share information.
4. Use of language : The use of language in students' publications is observed, including spelling, grammar, tone and formality.
5. Use of visual media : It is analyzed whether students use photos, videos or other visual media in their publications, as well as the quality and relevance of these media.

6. Participation in groups and communities : It is evaluated whether students participate in groups or communities on social networks, if they share common interests or activities with other users.

These criteria are used by researchers to better understand the communication practices of university students on social networks and their impact on their academic, professional and social development, which is transcendental in the training of a social communicator.

Social networks as a sociocultural tool

Social networks have provided university students with a space to express themselves, share knowledge, and interact with their peers and professors in a more dynamic and collaborative way. This online interaction has become an important tool for the development of communication skills, both in writing and oral expression. Students have the opportunity to participate in discussions, present ideas clearly and concisely, and receive immediate feedback from their peers and teachers.

Here's an example of how you can structure it: Social media has revolutionized the way we communicate today. With the proliferation of platforms such as Facebook, Instagram, Twitter and LinkedIn, interaction between individuals and businesses has become more accessible and efficient than ever. First of all, social networks allow instant communication. Through direct messages, comments and posts, people can interact in real time no matter the distance between them. This has generated greater closeness between friends, family and colleagues, as well as a rapid dissemination of relevant information. Additionally, social media offers global reach.

With millions of users around the world, these platforms provide the opportunity to connect with people from different cultures, languages and contexts. This has opened the doors to diversity and inclusion in communication, fostering an enriching exchange of ideas. Another important aspect is the possibility of segmenting the audience. Social networks allow specific messages to be directed to certain demographic groups, which is essential for companies in their marketing strategies. This segmentation makes it easy to create personalized and effective campaigns that fit the needs of each audience segment.

In short, social media has transformed the way we communicate, providing a versatile and powerful platform to interact, share information and connect with others quickly and effectively. Its impact on today's society is undeniable, and its constant evolution invites us to explore new forms of communication in an increasingly interconnected world, an element that students of Social Communication must take into account according to their social assignment.

Didactic guidance for communicative practices

Didactic guidance in the communicative practices of university students of Social Communication is a fundamental aspect for their academic and professional development; hence the importance of this orientation and how it can positively impact student learning.

Didactic orientation (Cisneros, S. 2018, 2021) - from the processes of mediation, intervention and extrapolation - is essential to make the most of the potential of social networks as a communicative tool in the university environment.

The communication professional plays a fundamental role in society, being in charge of creating, disseminating and managing information in an effective and strategic manner, for which it is crucial that the communication professional has the ability to understand the needs and expectations of your audience, based on the development of empathy skills, active listening and analysis of information to be able to adapt the message to the characteristics of each group or individual; generating relevant and attractive content using different writing, editing and content production techniques that capture the audience's attention and transmit the message clearly and effectively.

Likewise, the communication professional must have extensive knowledge of digital tools and platforms that allow them to spread the message

effectively. Social network management, graphic design, audiovisual production and the management of content management platforms are skills that are essential in the current educational and communication environment.

According to Martín, MM (2018:54), if, from an educational perspective, we integrate digital technologies into teaching proposals, different dimensions will be involved in the process, whose complexities (typical of their contexts/spaces and times) make mediating action necessary. from teacher. This unique approach, the pedagogical one, will be constituted as a set of decisions, practices and responsibilities inherent to the teaching function. On the other hand, the great wealth of information and data made available on the Internet, the increasingly growing possibilities of interacting and collaborating as content creators, requires mediation on the part of subjects to cut, select, weight and convert them into knowledge. This is where in our analysis, the figure of that teacher appears who mediates, who helps, who builds and co-constructs with the other who is his student.

Procedures for the didactic orientation of communicative practices in social networks during the training of social communicators

Didactic orientation refers to the way in which teaching and learning activities are planned, organized and carried out. In the case of the communicative practices of the social communicator, the aim is to promote students' verbal and written communication skills, as well as their ability to express themselves effectively and understandably through social networks and other mass media, therefore The following procedures must be taken into account:

1. Didactic guidance should include teaching the identification and critical analysis of online information sources, as well as strengthening the ability to discern between true and false information.
2. Students must be guided in the appropriate use of language and the adaptation of communication to different contexts and audiences according to the digital platform they select.
3. Teachers must incorporate strategies that promote the responsible use of social networks through didactic mediation, with emphasis on the development of specific communication skills, such as: argumentation, synthesis and empathy; Therefore, it is important to promote the active participation of students on social networks, encouraging them to publish relevant content and participate in academic debates.
4. Teachers must design activities and tasks that stimulate the active participation of students, promoting reflection and debate around topics of interest; that provides them with constant feedback so that they can improve their communication skills progressively.
5. The constant practice of oral and written communication should be encouraged through presentations, debates, group work, among other activities, drawing attention to those errors that should not be made during the communication process on networks and other mass media. In this way, students will be able to develop their communication skills effectively and improve their ability to express themselves with clarity and precision, through the use of technological tools and multimedia resources that allow them to enrich their communication in an innovative and creative way.
6. The use of digital platforms, social networks, blogs and other digital media should be tools to improve students' communication, allowing them to express themselves in a more dynamic and attractive way, after demonstrating oral and written expression skills in the classroom.

Impact of the didactic orientation of communicative practices in social networks during the training of social communicators

An adequate didactic orientation in communicative practices implies:

Select topics and real-life situations that allow them to apply and practice communication skills in authentic contexts.

Provide students with constant and constructive feedback on their performance in communicative practices; starting from identifying your strengths and areas for improvement, as well as becoming aware of your progress over time, as well as correcting errors and improving your communication skills effectively.

The inclusion of teaching strategies that promote the active participation of students. This may include the use of debates, group discussions, oral presentations, and collaborative writing activities. These strategies encourage the development of interpersonal communication skills, as well as the ability to argue and express ideas clearly and coherently.

Allows you to maintain a pedagogical approach in interactions on social networks. This means that, instead of simply promoting products or services, we seek to educate and inform followers, generating valuable content that helps them improve their quality of life or solve their problems.

Encourage active participation of followers by creating interactive content, such as surveys, contests or debates, which promotes greater audience involvement; This can translate into greater reach and greater fan loyalty.

Improve the quality of communication by taking into account aspects such as clarity in messages, empathy with the target audience and constant interaction with followers, establishing more effective and meaningful communication.

Furthermore, the didactic orientation allows maintaining a pedagogical approach in interactions on social networks. This means that, instead of simply promoting products or services, we seek to educate and inform followers, generating valuable content that helps them improve their quality of life or solve their problems.

Conclusions

Currently, social networks have become a fundamental sociocultural tool for communication in all areas of life. However, to make the most of the opportunities that social networks offer in terms of communication, it is necessary to have adequate didactic guidance.

Didactic orientation refers to the set of strategies and resources that are used to teach and learn effectively, and in the context of social networks, it implies taking into account aspects such as the way in which messages are communicated, the interaction with users and information management.

Didactic guidance in the communicative practices of social communicators is essential for their academic and professional development. By designing relevant activities, providing constant feedback, encouraging active participation and adapting to the individual needs of students, effective and meaningful learning in the field of communication can be promoted.

Likewise, it is important to take into account the different needs and learning styles of students when designing communication practices. Some students may prefer to learn visually, while others may learn best through practice and experience. Instructional guidance must adapt to these individual differences and provide varied and accessible learning opportunities for all students.

In summary, didactic guidance in communicative practices through social networks is essential to improve the quality of communication, maintain a pedagogical approach in interactions and encourage active participation of the audience. Therefore, it is important to take these aspects into account when designing communication strategies on social networks, with the aim of maximizing their impact and achieving the desired objectives.

References

1. Casimiro Urcos, WH. (2022). Use of virtual social networks by university students in times of covid-19. UNIVERSITY AND SOCIETY Magazine. ISSN: 2218-3620.
2. Cisneros Garbey, S. (2018). Didactic orientation in the training of Spanish - Literature professionals. (Doctoral thesis). Enrique José Varona University of Pedagogical Sciences. Havana. Cuba.

3. Cisneros Garbey, S. (2021). (Ed.). Conceptions and good practices. Eastern University. Santiago de Cuba. Digital book. Hundred fires. *South Universe Editorial*.
4. Crivi Drueta, D. (2018). Communication practices in digital environments. ISBN UNAM 978-607-30-0737-5.
5. Jiménez, R. (2023). How social networks influence education. *MEDAC.ES*.
6. Lopez, AL. (2019). New communication practices in social networks. The use of the Facebook groups application in a community of university students. *Question Magazine*-vol.1, no.35. ISSN 1669-6581.
7. Martín, MM (2018) Didactic Mediation and Virtual Environments: The construction of didactic relationships in environments mediated by technologies in Higher Education. *UNC – CEA – MPEMPT*.
8. Morales, MF; Chiluisa, CV; Aveiga, MV and Guerrón, SX (2022). The development of communication skills of university students in the Ecuadorian context. *Conrado Magazine* online version ISSN 1990-8644. Vol.18 no.84. Hundred fires.
9. Portas, E. (2021). Written reports. The influence of social networks on young university students in Mexico. University of Mexico.
10. Reyes García, YB, Suárez Chang, Y. and Tabares León, Y. (2022). Social networks and their influence on the transformation of students into digital citizens. *Scielo Magazine*, Luz online version ISSN 1814-151X. Luz vol.21 no.3 Holguín.
11. Valencia, JC. (2016). Communicative practices and social change: “potentia”, action and reaction. *HUMANISTIC UNIVERSITIES*, ISSN: 0120-4807.

Ready to submit your research? Choose ClinicSearch and benefit from:

- fast, convenient online submission
- rigorous peer review by experienced research in your field
- rapid publication on acceptance
- authors retain copyrights
- unique DOI for all articles
- immediate, unrestricted online access

At ClinicSearch, research is always in progress.

Learn more <http://clinicsearchonline.org/journals/clinical-trials-and-clinical-research>



© The Author(s) 2024. **Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>. The Creative Commons Public Domain Dedication waiver (<http://creativecommons.org/publicdomain/zero/1.0/>) applies to the data made available in this article, unless otherwise stated in a credit line to the data.