

Current Perspective of Education in the Face of Psychological Challenges and Addictions Caused by the Pandemic

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ABSTRACT

When talking about education, many meanings and references come to mind, since each person interprets this concept based on their ideals and knowledge, and therefore, it is necessary to know all the actions that are carried out for their benefit, from the level basic to superior, because in the end it seeks to implement a quality education that allows increasing the knowledge of students through the teaching-learning process. In 2021, the global pandemic caused by COVID 19 caused a new vision, perception, reality, challenges and empathy with everyone in the world. In this sense, the central issue of highest priority is education, since the pandemic teaches us as a society to understand and reflect on all the cases and actions in our day to day. This pressure goes beyond news regarding the health contingency, emphasis should be placed on 3 specific issues that are Education, Psychology and Addiction. These terms involve a deep analysis about what happened on the educational side,

Keywords: Arts, Addictions, Education, Didactic strategies, Psychology.

INTRODUCTION

In the present investigation, various positions are exposed where the purpose is to elucidate the benefits and repercussions that virtual education has had, forcibly generated by the global confinement that was experienced due to the SARS CoV-2 virus that causes the so-called COVID 19 disease. In this sense, clear and precise information is developed through examples and experiences where different subtopics will be addressed, without losing the central axis that is the current perspective of Art Education in the face of the psychological challenges and

addictions caused by the pandemic, highlighting those situations that have manifested as a result of the contingency.

The topics that are exposed seek to leave a more accurate reference of the experiences and feelings of both students and teachers that have been created and deepened due to the forced confinement and the modification of teaching, all of this in response to the changes that the instances educational institutions did to safeguard the integrity of all. These items are:

- The arts.
- psychological insights
- Generation of addictions and new addictions.

Broadly speaking, within the theme of the arts, the modifications that have had to be carried out to continue with this work within education will be manifested, but safeguarding the integrity and health of all. On the subject of pedagogical effects, current information verified with data from previous years will be explained to reach a conclusion.

On the other hand, it will begin with figures that will allow deductions to be made about the work carried out by teachers and in this way arrive at a thesis for an approach to individual improvement. In the last topic, an investigation will be developed on addictions and how COVID 19 has affected these drugs, showing essential statistics, data, quotes and conclusions for the educational topic.

Finally, a conclusion will be generated aimed at showing that virtual education may or may not be beneficial for the rest, in the end it depends a lot on the teacher, his teaching, the didactic tools he uses, and at the same time, recognize that it is the work of the students to put all its efforts to generate knowledge through the different platforms where classes are taught, whether face-to-face, virtual or hybrid.

Current education in the face of health contingency

There are many causes and consequences derived from the pandemic, from personal issues to the repercussions that education at all levels has experienced. It was not easy to migrate to a virtual modality to continue with the tasks that the human being did, but it was necessary to continue advancing.

It is necessary for teachers to discover that our task is arduous when it comes to guiding students' learning, allowing them to be able to face the reality that surrounds them, being critical, creators, builders of their learning, managing to develop skills such as: reflection, analysis, critical synthesis, innovation and creativity (Coronado, 2021).

Teachers and all those involved in the educational system need to offer a variety of teaching tools to students so that they can obtain significant learning that will help them in their day-to-day life to address present and future problems. Perhaps we are experiencing a global impact where no one was prepared to migrate to virtual and distance education, but all this was with the intention of safeguarding the health and integrity of the population.

Our current education system assigns great importance to whether or not to pass an exam, or a course, pass to the next, or even stay in school, depend on mastering or memorizing certain pieces of information, which the teacher already knows. In this way, the function of teaching seems to be reduced to training people capable of collecting pieces of information and repeating it at a given signal. Once a student has built up some competence in providing the right bits of information at the right time, he or she is deemed fit to graduate from that school. The most annoying thing about this situation is that this ability to repeat information may have very little relation to that of "useful and well-adapted member" that we thought we were forming (Hernández, 2015: 64).

Changes cost and are good, and what is needed is that everyone do their part. It cannot be judged by saying that virtual education is useless when students do not make an effort, they apparently spend their time in virtual classes, but in reality they are playing or doing other activities. In the same way, teachers must express the same energy as if it were a face-to-face class and motivate their students every day so that they do not give up and help them express their concerns with the intention of improving their learning process and acquiring the knowledge necessary to face the present and future scenarios that the student will experience inside and outside of class.

Psychological consequences derived from the pandemic

The pandemic has not only caused havoc at the level of desertion or lack of interest in students for their virtual classes, but also generated many psychological repercussions due to the forced confinement that had to be lived for more than two years. For most people with psychological disorders such as depression and anxiety, confinement has devastated them, leading them to a state of great stress and increasing their suffering.

One of the main points that must be analyzed is social isolation. Given this, Ruiz (2020) in an interview with Iría Grande, secretary of the Spanish Society of Psychiatry mentions that all these people had the support of going to a center, to a day hospital, because all these resources have been closed due to the state of alarm, the support they had has decreased as a result, and the problem is greater due to various external and internal factors such as loss of relatives, isolation, loneliness, lack of work, and lack of help to which they cannot access.

Young people tend to suffer more uncertainty about the future, the effects of unemployment also have more commitment to caring for children or the elderly, and a worse economic situation. These same aspects have been observed in other crises. The following reasons may be behind the appearance of anxiety, depression or post-traumatic stress:

- Direct impact of infection.
- Grief over loss of family and friends.
- Unemployment.
- confinement measures.
- Economic uncertainty.
- Health deficiencies: primary care, mental health (López, 2020).

As a society, it is important not only empathy but also solidarity when knowing these cases, and as a family, professional, personal responsibility, it falls within our reach to be able to detect as

many of the effects or symptoms as possible for their prompt channeling. If we talk about depression, one of the most common factors with this condition is at the age of adolescence where irritability and bad mood is part of the context of their daily life, as well as their lack of interest.

On the other hand, the family context has too much influence on the development of the student since it depends on the attention of parents so that the students concentrate in classes and learn, but it is also necessary to avoid shouting, arguments, etc., because with the rise of the pandemic we must ensure that people do not fall into these conditions that can reduce the learning process of students.

The impact of the pandemic and addictions on people

So far, the ravages generated by this confinement have been shown, from superfluous issues to psychological incidents that people could not control and have required specialized attention. However, the possible addictions caused by this pandemic have been left aside, which affect the development of the human being, and they do not precisely have to be issues of oral consumption, but addictions such as technology, online games or leisure applications. and entertainment.

Given this, the impact that the COVID 19 pandemic is having is also having a direct impact on drug use habits and addictions, lowering their intensity, due in large part to the greater difficulty of accessing illegal drugs both for purchase and for consumption. consumption in the previously usual places due to confinement. On the other hand, the situation that has generated this health and economic crisis means that a large number of people have more free time and levels of anxiety related to the situation of the coronavirus that can in turn trigger an increase in the consumption of some types of addictions, in general of legal drugs and addictions related to new technologies.

Addiction to cell phones and mobile devices was already a worrying topic for psychology long before the Covid-19 pandemic. However, thanks to confinement, the population has become more dependent on technology, because through digital platforms classes are taken, work is done and contact with the family is maintained. And, although we are used to using smartphones, it is necessary to pay attention to identify possible cases of risk and addiction (Vázquez, 2021).

Regarding the previous idea, the use of electronic devices should be specified to prevent them from becoming an addiction where people can no longer stop using them or confuse reality with fantasy. Teenagers are mostly affected, mainly in their self-esteem and self-image, due to the personalities they follow and the tendency to want to look like them.

The mental health and addictions expert recommended being aware of the time we spend in the different activities we do on screens: work, social networks, games or other types of recreation; keep in mind how much we dedicate to each of these activities, to realize if it is excessive, because many times we are not aware of the time of use (Boletín UNAM, 2021).

It is important that times are scheduled where the use of these devices has a short duration and is essentially for the activities that are required, in this way the addiction that develops to

technology could be curbed and diseases such as headaches, tired eyesight or Chronic fatigue derived from the excessive use of technology.

How has COVID-19 affected the use of illegal drugs?

So far, the impact of COVID-19 on education, family and personal aspects has been expressed, as well as the generation of digital addictions such as cell phones and some applications or games, however, no one has analyzed that the pandemic it can also lead to illegal drug use.

Social distancing and lockdown due to the pandemic Covid-19 increased the problems of alcoholism, smoking and addictions to other drugs, according to the Juvenile Integration Centers (CIJ) in Tijuana. An increase in cases of domestic violence and people with anxiety, anguish, depression, insomnia and stress, as well as altered eating habits, has also been detected (Morales, 2020).

These types of problems go unnoticed because more emphasis has been given in the pandemic to confinement and the virtual modality of schools, but they have not thought that there are more factors and triggers that are aggravating the situation of the population in general, Well, confinement forces people to consume alcohol, cigarettes and other substances, and added to this is anxiety, anguish and domestic violence due to the accumulated stress of not being able to go out.

COVID-19 is already testing us in ways most of us have never experienced before. It causes emotional and economic tensions that we strive to combat. The violence that currently appears as a black mark of this pandemic is a reflection of our values, our resilience and our shared humanity, which are now threatened. Our endeavor should not only consist of surviving the coronavirus. We must be reborn from this crisis with strong women, who occupy the very center of recovery (UN Women, 2020).

As mentioned in the previous idea, we must be more empathic with each other and understand that the pandemic came to modify our way of acting in society, that it made a great change within education, but in attention to care of everyone's health, and this should help us to be better, understand that everything happens for a reason and not give up, but on the contrary, face everything and find a way to keep moving forward.

Now, in the educational field, it is necessary to take into account that technological addictions can directly reduce the teaching-learning process of the students, for this reason it is necessary to establish times for everything, such as leisure, domestic and educational tasks, with the objective of being able to fulfill everything and ensure that students acquire a truly significant learning.

Development and growth of TIK TOK during the pandemic

Another situation that arose from the confinement that has been experienced for more than a year is the application of TIK TOK, a social network that allows you to create short videos, whose content can be imitation, dance, games, and others, some even they use for leisure and others to promote themselves and be able to gain an advantage over others.

Today, social networks are part of people's daily lives as they have a wide range of uses such as entertainment, as means of social interaction, as vehicles to promote the sale of products, but above all they have functioned as means of evasion and fun (Rivers, 2021).

As mentioned, Tik Tok has become one of the favorite social networks of people, from young people to adults due to the wide variety of content that can be created, and the best thing is that it manages to create a fun environment, but The reality is that this app has created a certain addiction in people because more and more people are considered tiktokers, that is, people with great influence on others and consider that they should be treated as celebrities, but the reality is different, no we must forget that we can all create content in this application, but only some will really have great influence on others.

The confinement due to the Covid-19 pandemic caused high anxiety in the lives of adolescents in the last year. Hence, many take refuge in the use of social networks as a method of social interaction at a distance, declared the academic (Ríos, 2021).

Despite this application and its immense success in society, there is one more game that has caused addiction among young people, depriving them of their chores and responsibilities as students and children. This game is known as Free Fire.

Free Fire is not only played by young people, it is also played by adults and even policemen. It has become a bone of contention for some families, as parents claim that their children do not leave their rooms, isolate themselves, do not eat, and do not carry out their activities because they are focused on the "departure" (Natarén, 2019).

It is evident that addictions are not only related to substances, but also lie in the obsession with games and applications that force the human being to be dependent on it, forget about their work and even stop eating, endangering their health. It is important that there is always monitoring of what the minor does, that times are established for the use of electronic devices and activities aimed at coexistence and physical activity are encouraged within the home.

CONCLUSION

The health contingency caused by the SARS CoV-2 virus that causes the so-called COVID-19 disease has left us with bitter pills for the loss of loved ones, as well as addictions which we can see and feel within society with the changes so notable that have occurred and the infinity of accidents and cases of violence that have occurred for more than two years.

This situation has made us more inhumane with the loss of contact with our relatives for fear of infecting us, or to protect ourselves and therefore we avoid living together with the intention of stopping the spread of the virus. The situation we are experiencing has caused adolescents to have few activities, classes and fun outings, causing them to spend more time on social networks and video games, or even consume substances that are harmful to health such as alcohol and smoking.

Within education, the pandemic came to highlight the problems that already exist in the public education system where artistic education at the basic, upper secondary and higher levels is not formally visualized in the curriculum. On the other hand, the lack of information regarding

mental health is precarious because we find ourselves placed in the same space to develop different activities, bringing with it strong emotional conflicts, in addition to the little digital culture that we were forced to use. immediately and the consequences that digitalization brings with it, being a double-edged sword that allows us to exchange information easily and quickly, but it also brought addictions and the transit of information that is often of poor quality or unreliable.

Likewise, emotional education is another aspect in which we are still in its infancy, that is, we are not prepared to deal with emotional issues, and the health contingency seeks us to be thoughtful, since diseases such as anxiety or depression are increasing under the confinement. That is why the incorporation and assessment of artistic education in the educational system is of the utmost importance and should be on a par with many other subjects that allow students a better motor development, abilities, skills, attitudes or favorable habits for their interaction with other people, as well as learning to better express feelings, sensations and emotions.

The government, institutions, parents and students have a very important commitment regarding the information that reaches their hands, its distribution and the use that is given to it so that everyone can understand what is expressed. You must learn to live and enjoy places where there is no confinement to be able to do family activities, for parents to be more aware of their children's activities, and to solve problems before it is too late.

There is no doubt that in this confinement there have been losses of adolescents and adults due to drug sales or the spread of the COVID-19 virus, however, we must reflect on what happened, be more empathetic and increase family values in at all times and not wait to have a loss of a loved one due to addictions.

Finally, during the theoretical investigation, it is recommended that within the educational system students be motivated to study some type of art, or else, promote within the curricular maya some subject related to the arts to help them cope with the activities of their day-to-day, this is due to the fact that the confinement and the pandemic changed the way of seeing reality and greatly modified the educational system, that is, some institutions opted for a hybrid model with the intention of facilitating the student's learning and let them carry out more activities at the same time without neglecting their studies.

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