Research Article,

Analysis of the Use of Ict in Elderly Teachers in a Mexican University

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Accepted: 2020-01-27,

Abstract: This work focuses on an analysis of the use of Information and Communication Technologies in teachers over 59 years of age, belonging to the Academic Division of Administrative Economic Sciences, at the Universidad Juárez Autónoma de Tabasco, in Mexico. The evidences indicated are the result of a descriptive study, with a non-experimental design; the observation technique was used within the educational institution. The results indicate that adult teachers present certain difficulties with the new technologies, as they are not native to the digital era, so it negatively impacts the teaching-learning process to students, however, it is necessary that all Participants of the educational pyramid commit themselves and look for the necessary tools to face the new demands of the labor field, to train competitive professionals that society demands.

Introduction:

Communication between human beings dates back to prehistoric times, when tribes used signs, paintings, or sound emissions to stay connected, however, the rise of the digital revolution was emphasized in the 1970s. Although, the Information and Communication Technologies (ICT) have generated a great impact in the social, economic and political spheres, because they enable the development of a country, by boosting physical and mental capacities. In the pedagogical field, ict have created a positive and intermediate panorama, based on other studies carried out, it can be highlighted that it has not always generated an authentic scenario, as reported by the National Pedagogical University of Mexico, since, in 2018, it was shown that teachers still show certain resistance towards the use of ICT, which prevents them from benefiting from the advantages they offer to education (Padilla, 2018, p. 148). On the other hand, in a case study in a school in Brazil, 576 teachers between 30 and 49 years were surveyed, where only one in two teachers had participated in courses to strengthen their technological knowledge, which has been insufficient to guarantee the full incorporation of technological advances (Said, Valencia & Silveria 2016, p. 77). In addition to the above, regardless of age, the educational leader must seek the necessary measures to be within the reach of the new institutional requirements. The general objective of this article is to analyze the current situation of the use of ICT by teachers over 59 years of age, from one of the academic divisions of the Universidad Juarez Autónoma de Tabasco, Mexico.

Discussion:

Currently, communicating with someone from another country is faster, it's just a matter of having
a smartphone and having access to the network. In this regard Hernández (2017, p. 327) points out that at this time the information available can be considered unlimited and immediate access, where the spread converges in all areas of the human being and that is the amount of inquiry that has been generated. It has led to different theorists name the population as the digital or information society. Technological changes in the educational field have presented certain advantages since, through the different digital platforms, social networks, technological devices and computational tools; they have allowed to innovate in the teaching-learning processes, promoting students' knowledge. ICT is the grouping of technological resources that allows the reception and sending of effective communication and information, as well as enabling social and economic development. In this regard Ávila (2013, p. 222), consider that ICT is the set of tools, supports and channels developed by the telecommunications network, which allow the acquisition and production of content to improve the quality of life of people. The teacher must look for strategies to stimulate the learning of his followers, through the different technological avant-gardes, in this regard Chancusig, Flores & Constante (2017, p. 175) mention that the teacher must break with old paradigms and adopt new communication channels, being in the possibility of developing new formative, expressive and educational experiences for their students. The learning of the Digital Age can be defined as a different learning, disorderly and far from empirical and constituted knowledge. Network knowledge is based on co-creation, which leads to a change in mentality and attitude, leaving out natural consumers to be experts and fans of creativity (Viñals, Cuenca, 2016, p. 106). In the educational field it is essential the incursion of ICTs so that teachers can propagate their application with their apprentices, however, despite the high assessment that the pedagogical system assigns to ICTs as teaching tools in the classroom, the implementation for the teacher is still scarce. (Rojas, Silva, & Correa, 2014, p. 27). Information and Communication Technologies, depends largely on the use of Internet users. Teachers, when using ICT, can benefit from acquiring new learning techniques or they may also find weaknesses in the process of adaptation to change, because they were accustomed to traditional tactics. The teachers have as main functions, to train the student for life, towards new challenges, that are capable of facing different paradigms, towards a digital subsistence. Current skills require the capabilities of young people, favoring the development of an ethical spirit. Communication technologies must promote the integral development of a population; an integral vision of development does not imply that it fits only towards economic growth but, that it drives human potential in its different dimensions to consolidate economic prosperity, but with equity, and democratic strengthening with transparency and social justice. (Sánchez, 2008, p. 157). In the educational field, the use of ICT involves incorporating different learning techniques, to such an extent that the teacher must be trained to know how to incorporate them into the various activities. The work of the teacher, in the face of the transformative vision of a society that needs the incorporation of ICT in the classroom, has seen its transition necessary in an agent capable of generating the skills required for a society with affl...
(2019, p.40), believes that the way of working of teachers is essential for new changes, because despite the decrees of the curriculum and the different levels of curricular realization, the strength of the autonomy of the. Teacher creates situations in which, due to their ideals, feelings and damages, they can reject the advantages of ICT, or consider that the work effort and time involved in the design and development of these activities are not worth it. This research is focused on the Academic Division of Administrative Economic Sciences (DACEA), belonging to the Universidad Juarez Autónoma de Tabasco (UJAT), whose mission is to contribute significantly to the transformation of society and the development of the country, to through the solid and integral training of professionals capable of acquiring, generating, disseminating and applying scientific, technological and humanistic knowledge, with ethics and responsibility to be better individuals and citizens. The professors, being the pillar of the educational nucleus, the UJAT gives teachers continuity for their academic preparation, offering incentives for postgraduate studies, learning a second language and the use of Information and Communication Technologies. Although teachers have the skills and competencies to continue training for the new demands of the labor field, they also have a series of restrictions with the use of Information and Communication Technologies, especially for senior teachers, where their vision to surf the internet, using electronic devices makes it impossible for them to develop their innovation, technological and cognitive capabilities. A traditional teacher only needed a blackboard, gases, markers and an eraser, however, over time, these techniques have passed to another dimension, since, educational updates require all teachers to face the new paradigms of the 21st century. Teachers in some instances have slowed the use of ICT or were unaware of the new updates, so they take time to try new tools and it is that the educational leaders who are between 25 and 30 years old are the ones who use these frequencies most frequently. Modern practices, followed by those between 32 and 40 years old and ending with those from 51 to 60 years old (Mejia, 2011). In this regard, Martillo & Tango (2014) mention that teachers over 60 years old join the challenges of the modern era, therefore, not only does it imply the preparation and presentation of a work in the classroom using the PowerPoint program, but that, the use of virtual platforms, social networks, web 2.0 and the use of new software is required. In the DACEA-UJAT, it can be observed that teachers over 59 years of age, present certain resistance to technological changes, using traditional teaching methods, where the student hears the teacher's explanation, takes notes, does not allow the student to interact and Have a collaborative learning. In our days there is a technological equipment that divides the actors of the school process regarding their use; The advantages and disadvantages of computers, the convenience or the unavoidable use of this device as a tool in the production, circulation and consumption of knowledge are discussed (Castro, Guzman & Casado, 2007, p. 218). However, DACEA teachers, although they are aware of the importance of technological tools and that although there is a computer center in said academic division, they remain outside inductive education, or it is common, that the professors of legal age ask the student to make their presentation in slides, limiting it to interact through the network and to know new academic software’s. On the other hand, young teachers, sometimes carry a projector or a computer, which allows the student to save certain expenses, however, the school lacks internet connection, so the classes are delimiting the topics to exhibit. It should be noted that the computer center is free only when they are computer classes. This phenomenon causes that the students cannot have access to all the contents that the teacher produces or seeks to expand the classes, it even prevents the students from having greater access to the linking of icts. However, teachers of legal age, not having a broad knowledge of computer science, affect the learning of their apprentices, wasting the benefits of the network. One of the tools that allow you to manage knowledge are blogs, wikis or weblogs, one of its qualities is that it allows you to interact with other users, by expressing opinions, ideas or conducting certain debates. The wikis or blogs, through the
internet, allows the student to obtain more information, allows teamwork, is an excellent option of great interest for educational purposes. Two tools that arise with Web 2.0. And that due to their characteristics they are very appropriate for the performance of cooperative works, monitoring of the work carried out, or metacognitive practices, they are the "Wikis" and the "Blogs" or logbooks. Neither tool requires specialized knowledge in resource development, since we have web pages where you can edit them very easily (Wikis peace, Blog spot etc.). The teacher's job would not be to create the resource, but to design the process in which to introduce it and the way in which it will be used. (Look, 2010, p. 41). Science teachers tend to see ICT as a support for administrative and pedagogical tasks: the use of technological resources serves the search for information, videos, movies, blogs and documentaries, with the intention of facilitating learning by conducting more classes "dynamic" and "playful"; allow students to be motivated to learn the contents of the subject. (Herrera, Cosimo & Casanova, 2018, p. 173). The TIC present certain advantages in the educational nucleus, depending on how the teachers use them, thanks to the videos or multimedia exercises, the students are awakening the interest in the subjects that is why, the professors regardless of their age, they should know how to use ICT in their academic logbook. Another advantage of the new technologies is that it allows communication between the teacher and the student to be much faster and more accessible, thanks to the chats, educational platforms or e-mails; they can interact to share ideas, necessary for the resolution of problems. For professionals of the educational task, use ICT not only as a tool or work instrument, but also as a vital resource in their personal and work lifestyle, since if they do not have a training that implies the acceptance and optimal use of them, your chances of facing the requirements and demands of the current educational reality will be severely limited, and will place you in a disadvantaged situation, sometimes even in front of your own educated in the classroom. (Andrade, 2013, p. 7). The need to train teachers in ICT, to prepare them for the information society, to “re-literate” (now digitally) teachers is unquestionable. And this is so not only as a direct consequence of technological development, but also, and, above all, because it is up to education to convert technological development into social progress. The need to improve and humanize the digital society implies educational changes and, therefore, in teacher training. (Gutiérrez, 2008, p. 198). ICT allows to acquire new knowledge through it teachers can access various benefits in terms of social, cultural and professional interaction, regardless of time or space, the user has the possibility to interact with other people, maintaining constant communication, acquire entertainment and general knowledge. Teachers over 59 years have various impediments related to the technological aspect, ranging from the use of the computer to the use of different academic programs, which affects the cognitive development of the student; because the teacher is an example of follow. The role that ICT plays in education reflects a good scenario for the development of various pedagogical proposals to boost learning, allowing students to investigate, search, assimilate and appropriate content, assuming commitment and responsibility with their training academic. However, the role of the teacher is to share and be an advisor to their trainees, so it is necessary that you know the management of technologies, to address the doubts and difficulties of students. The use of computers in education depends on the androgynous capacity and the technical knowledge of teachers, who should know how to exploit these modern technologies so that they have an educational meaning. As the educational applications of icts evolve, in addition to preparatory training, recycling courses are needed for experienced teachers (Araujo & Bermudez, 2009, p. 14). Despite the value of ICT, older teachers still have certain resistance to change, following their way of teaching with the traditional method, such as making copies to books, following discontinued readings, applying rewards or punishments, following a structured class. On the other hand, the current or young teacher, is related to the use of ICT, is a knowledge facilitator,
proposes the debate, constructive criticism, even changes the role with the Word, replaces traditional books with digital books, which is beneficial from the environment to the economic. The teacher's role is focused on the proper management and use of current information and communication sources (current teaching models and novel experiences present on the web), the use of all the resources available in the network for learning and teaching outside the classroom of the educational institution, such as: virtual forums and lists of websites, cooperative workspaces, virtual community tools, dynamic and customizable pages, among others (Delgado, Arietta & Riveros, 2009, p. 68). Adults recognize the advantage and usefulness of new technologies, however, when interacting with an electronic device, using them seems strange, however, the teacher plays a new role, from knowing the adaptations of the network, to teach students how to face the challenges that society demands. It should be noted that, during the normal aging process, some cognitive abilities such as rapid learning and memory decrease with age. However, these losses can be compensated by an increase in knowledge and experience. Frequently the deterioration of cognitive performance is caused by disuse or lack of practice, illness, depression, behavioral factors such as alcohol consumption and medications. (Seville, Salgado & Osuna, 2015, p.7). The reasons why people of legal age are not updated

Conclusions:
Here the contributions to the problem under study are presented, the research findings are synthesized and suggestions are made that could be useful to the problem raised, which allow the use of ICT by adult teachers to be improved. According to the results obtained in this work, it can be emphasized that teachers over 59 years of age are still not fully familiar with internet browsing, and that, despite knowing the importance of today, they are It is difficult to adapt to new changes, fulfilling the relative relationship that, at an older age, the greater the difficulty in appropriating current issues such as ICT. Information and Communication Technologies (ICT) coordinate and facilitate learning, by

with the topic of ICT, is for fear of damaging a device, that the computer stops working, they feel they have the difficulty, that they would have the control for an adequate management of the network and that age is an obstacle to learn new things (Pine, Soto & Rodríguez, 20015, p. 344). ICT in education does not focus on transmitting content, but on learning to use these issues in everyday life. The educational centers, have as main function to prepare young people who are capable of solving social, economic and cultural problems, for this, they require access to information, to create knowledge, analyze, criticize and use these contents to resolve conflicts. Derived from the above, new technologies can be used for general entertainment, to have a communication with other users, or they can be educational, so teachers must take courses to be within the reach of the new requirements, since, Regardless of the age of the leader, he must guide his apprentices to the correct decision making, and develop different skills and boost their abilities. Although, in the Academic Division of Administrative Economic Sciences, it can be observed that most of their teachers do use ICT in their classes, although adult teachers tend to have certain difficulties, since they are not born of the new ICTs, however, they seek to continue learning, and even, through the trainings or courses that the institution offers them.

Providing abundant information, promoting creativity, curiosity and the spirit of research, so it is necessary that the teacher not only has knowledge about management of electronic devices, but select the topics you require, analyze the contents and use the tools offered by the network in order to guide the student. ICT not only allows universities to use different teaching methods, but to transform the education system, it is there, where teachers, regardless of their age, must update to find new methods to learn and transmit different information, adapting strategies that strengthen network management skills. However, it is recommended that the Universidad Juarez Autónoma de Tabasco,
provide constant updating courses to all teaching staff so that their work is not limited to teaching, but take advantage of the benefits that new technologies offer to improve the quality of life of the users. Likewise, it is necessary that educational centers have free access to the internet (without cost), or that they strengthen the computer centers, where the teacher, in his work plan has established the use of ICT, based on platforms, applications or Web 2.0. Finally, in order to promote student learning, it is recommended that the teacher be aware that, in order to train full and competitive students, it is necessary to appropriate ICT, so it will also depend largely on the teacher's initiative that seeks courses, diplomas or training to respond to the requirements of the social environment.

References:


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