



Young People in the Face of Remote Schooling Imposed by the Pandemic

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A fundamental task of young people is to achieve sufficient autonomy and maturity to actively insert the social community; for this purpose, the school represents a device of both learning and socialization, which allows the young person to gradually detach himself from family dependence and form a new system of ideas about the world. Data from recent research [1-3] report that both education and socialization have been adversely affected by the pandemic, since due to the globally recommended confinement to prevent the spread of the COVID-19 virus, students moved away from classrooms untimely to continue their education at home through classes taught online.

The results indicate that even though young people have the technological and internet connection conditions to study remotely, they manifest themselves feeling displeased by online schooling, boredom, difficulty maintaining attention, greater difficulty interacting with peers, fatigue because distance learning requires more working time, feeling incapacity, distress, concern, classes have less structure, teachers do not have sufficient technological capacity and have lacked empathy and flexibility towards students.

While the pandemic took the school off guard and online teaching was abruptly given without the proper training and technology to respond to the emergency situation, it would be expected that young people, being "digital natives", would have had fewer difficulties in this area, without embargo has not been so; has such technology been more at the service of the principle of pleasure than that of the secondary processes of thought where learning is located? A paradoxical situation because although young people learn a lot of skills through the use of technology, formal learning continued to be traditionally conducted in school, led by a teacher who is often not even a "digital immigrant" [4]. In this way, within the context of the pandemic has been evidenced the deep gap between both generational and digital teachers and young students, where the teacher intends to continue teaching in front of a computer in the same way that he did in the classroom.

The learning conditions imposed by the pandemic are a time of opportunity to change traditional teaching practices, which have proved to be absolutely obsolete, and I do not mean that it neces-

sarily has to move to digital, since young people have also expressed their desire to return to the classroom, that is to say the face-to-face. In this sense, it is necessary to consider that learning is a derivative of the impulse of child sexual curiosity [5], a curiosity that over time is stifled by cultural impositions and that we must now recover for the sake of greater autonomy of learning, because learning involves putting into play the vital desire where the mediation of the gaze, listening and presence of others (teachers and colleagues) are indispensable, since learning in isolation has no social utility.

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