GENERATION OF SCREENAGERS AND EDUCATION: CHALLENGES AND POSSIBILITIES

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ABSTRACT

The present work is the result of a bibliographic research, in reliable sources, to respond to the objective of analyzing the challenges and possibilities that education faces today, when facing a generation immersed in the digital world. Screenagers, as they are called, need to be educated, develop social, emotional and also cognitive skills and abilities. How can the school organize itself to serve these young people? The paper is developed in subtitles that help to understand the relationship of this generation with the school universe: how their school career takes place and what are the biggest challenges for teachers and schools, always anchored in studies already carried out by authors such as Kenski, Moran, Camargo and Daros, among others. By way of conclusion, the school needs to develop a flexible and student-centered approach, embracing technology as a tool, but keeping the focus on students' social, emotional, and cognitive skills.

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INTRODUCTION

The present work aims to show some challenges and possibilities arising from current education, in a world in which people are born immersed in new technologies and use them for almost everything in their lives, generating a greater distance between the way they learn and the way their teachers learned and are able to teach.

All this social revolution reaches the school and forces them, their systems and their teachers to change their concepts and rethink the way of doing education. Young people who arrive at school already standing out for their technological skills need to be educated and learn to build knowledge from this immersion in technologies. That is the challenge!

The work was divided into sections for a better understanding, the first being a reflection on the generation of *screenagers* and education, dialoguing with the ideas of Moran, Kenski and Veríssimo, the impacts on education are seen. In the second part, we sought the foundation in Moran to observe the relationship of *screenagers* with the educational universe, with its impacts and possibilities, in order to find a balance. Thirdly, the digital generation and its school path were emphasized, using the studies of Camargo & Daros to support the ideas on this theme. Finally, as a fourth item, we sought to understand the challenges for teachers and schools when faced with the *screenagers* generation, resorting again to Kenski's ideas to support this important topic.

This bibliographic research does not intend to account for the entire theme treated, but opens a parenthesis for reflection on the theme that is so necessary for those who do education, whether face-to-face or at a distance. Knowing the target audience, knowing how they learn, what they like and how they relate, is a need that subsidizes pedagogical practices and can generate many other more and more in-depth works, since technological advancement is a constant that only expands.

GENERATION OF *SCREENAGERS* AND EDUCATION

In contemporary society, we observe a generation of young people who were born and are developing in an environment saturated with electronic devices and technology. This generation, according to Matta (2012), called *screenagers* and *teenager*, which can be translated as "screen teenager", is characterized by constant experience in the digital world and frequent connection to screens. They are digital natives, they flow naturally in the midst of *smartphones, tablets*, computers and *video games*. Technology is an intrinsic part of their lives, shaping the way they learn, communicate, and interact with the world. They were born and raised amid the accelerated advancement of technology and are constantly immersed in the digital world. Paraphrasing Veríssimo (2011), contemporary youth is

redefining the way we interact, register and relate to each other; His nimble fingers on keyboards are diving into a world of endless information and we are following.

However, it is essential to reflect on the impact of this *screenager* generation on education. It must be recognized that technology is a powerful instrument, capable of expanding the possibilities of teaching and learning, but it is only a tool. In terms of knowledge construction, it is not the technology that counts, but the way people use it. Education needs to adapt to this reality and incorporate technologies into its pedagogical practices. It is necessary to go beyond simply banning or restricting the use of electronic devices in the classroom, it is necessary to have a good pedagogical proposal, good planning and diversified strategies so that knowledge is integrated into the life and work of young people.

It is essential that education not only focuses on using technology as a substitute for traditional methods, but also provides an innovative approach, integrating digital skills with cognitive, emotional, and social skills. As Moran (2015) says, it is up to the school and educators to understand and integrate these technologies into the educational process in order to enhance the skills and abilities of these young people who live immersed in the digital world.

Technology can be a powerful resource to engage and motivate learners, allowing them to explore content in an interactive and collaborative way. It also opens doors for the personalization of teaching, adapting to the different rhythms and learning styles of students. According to Kenski (2016), through personalization, we can create adaptable learning environments that value individualities and allow each student to follow their path towards knowledge.

The generation of *screenagers* presents unique challenges to education, but it also offers exciting opportunities. Technology should be used as an ally in the training of young people, preparing them for the challenges and opportunities of the digital world. By adopting an educational approach that promotes creativity, collaboration, and digital responsibility, young people are given the opportunity to become critical, ethical, and active citizens in contemporary society.

Education for the *screenager* generation needs to be tailored to their specific characteristics and needs, as they possess advanced technological skills and are accustomed to receiving information quickly and visually stimulating. Therefore, traditional education based on conventional didactic methods no longer meets the desires of this generation.

To make the most of the educational potential of the *screenagers* generation, it is essential to utilize technology as an effective pedagogical tool. This involves not only providing access to digital devices and resources, but also incorporating innovative teaching approaches that promote student engagement and active interaction with technology.

On the other hand, educators must address issues related to excessive use of screens and addiction to electronic devices. It is important to teach young people time management skills, promote balance between the digital and real worlds, and encourage the conscious use of technology as a tool for learning and personal growth. Moran (2017) clarifies that it is essential to educate young people, from an early age, about the importance of dosing the time and attention dedicated to screens, in order to preserve mental health, promoting social experiences and cultivating a critical look at the information that surrounds them virtually.

RELATIONSHIP OF *SCREENAGERS* WITH THE EDUCATIONAL UNIVERSE - POSSIBILITIES AND IMPACTS

The relationship of the students of the *screenagers* generation with the educational universe is complex and multifaceted. These young people have grown up in a world saturated with technology, where the presence of digital resources is constant and ubiquitous. This reality has possibilities and influences felt in education.

Technology provides these young people with unprecedented access to diverse information and knowledge. Through internet-connected devices, they can explore an immersion in educational resources, research, elaborate, and share ideas with ease. These possibilities offer a unique opportunity to broaden your horizons and acquire knowledge faster and more efficiently.

In addition, the *screenagers* generation has advanced technological skills and these characteristics can be leveraged to promote a more engaging and interactive educational environment. Innovative teaching methodologies, such as the use of apps, educational games, virtual reality, and online learning platforms, arouse students' interest and encourage active participation in the learning process.

However, the relationship of students from the *screenagers* generation with the educational universe also presents challenges. Constant exposure to screens and unlimited access to technology can lead to distractions, lack of concentration, and over-dependence. It is essential to find a healthy balance between the use of technology, as an educational tool, and the need to disconnect, reflect and interact with the real world.

Therefore, it is essential that educators understand the needs, interests and abilities of students of the *screenagers* generation and adapt their pedagogical approaches, incorporating technology strategically and consciously, taking advantage of the possibilities but also understanding the potential problems, provides an enriching educational experience. Still paraphrasing Moran (2017), technology enhances teaching, breaks space barriers, stimulates creativity and expands the possibilities of learning. It is necessary to accept this innovation and explore its full potential to transform the way we teach and learn, preparing young people for the challenges of the 21st century.

Ultimately, the relationship of students from the *screenagers* generation with the educational universe requires a balanced approach, which values both technological skills and social, emotional and cognitive skills. Through this intelligent integration of technology into the educational context, a new generation of students can be formed that are able to adapt, learn, and thrive in a connected world.

THE DIGITAL GENERATION AND ITS SCHOOL PATH

The school path of the digital generation is marked by a deep interaction with technology, which significantly influences their way of learning and relating to knowledge. These young people use the internet as an inexhaustible source of learning, providing access to different cultural perspectives and points of view. They seek and share knowledge, collaborate with peers and professors, create projects, and expand their skills. Digital tools allow for the personalization of learning, adapting to the individual needs of each student and providing a more engaging and relevant experience.

However, the school path of the digital generation also faces challenges. The rapid evolution of technology requires a constant update of teaching and learning methods, teachers need to keep up with changes and seek pedagogical strategies that effectively integrate technology into the school curriculum. It is necessary to balance the use of technology with the promotion of social, emotional and cognitive skills. The development of competencies such as critical thinking, problem-solving, collaboration, and communication cannot be neglected in favor of the exclusive use of digital devices.

Teachers play a fundamental role in this school journey of the digital generation. They are the facilitators of knowledge construction, assisting students in navigating an ever-changing digital world. Their ability to adapt to the needs of students and efficiently integrate technology into the educational process is essential to the success of these young people.

In the school path of the digital generation, technology plays a fundamental role in the way they acquire knowledge and interaction with educational content. Reflecting with Camargo & Daros (2021), it is through digital learning platforms, educational apps, interactive resources, augmented reality, virtual simulations, and online collaboration that students have access to a diverse range of information and can explore different learning approaches that suit their individual needs and interests. Thus, teachers can take advantage of this universe to actively involve students in the learning process, exploring concepts in a practical way and developing skills such as critical thinking, problem-solving, and collaboration.

However, it is important to recognize that the digital generation also faces challenges in their school path, the ability to discern relevant information and develop critical thinking in a digitally overloaded world becomes a crucial skill to be developed. In this context, educators play a key role in guiding and supporting students of the *screenagers* generation in their school career. They must take on the challenge of integrating technology meaningfully, providing guidance on responsible use, promoting critical thinking, and empowering students to become conscious digital citizens.

CHALLENGES FOR TEACHERS AND SCHOOLS

Teachers and schools face long-lasting challenges when dealing with the *screenagers* generation, made up of students who grow up immersed in technology and others who do not have access to it. One of the main challenges is to engage them in the classroom. These young people are used to constant and immediate stimuli from technology, which makes passive, traditional learning less appealing to them. Teachers need to adopt more interactive, engaging, and personalized teaching methods, using digital resources and technology to arouse students' interest and promote active participation, also engaging those who are not digital natives.

Kenski (2016) understands that teachers face enormous difficulties when dealing with young people immersed in electronic devices and screens, needing to develop essential skills and abilities beyond the digital world. Teachers and schools need to face the challenge of balancing the use of technology in the classroom, setting boundaries and ensuring that students use it productively and responsibly, avoiding distractions and over-dependence.

Training teachers for the effective use of technology is also a necessity. The rapid evolution of technology requires teachers to be up-to-date and aware of the latest digital trends and tools. Educators need professional development opportunities and ongoing

support to explore new pedagogical approaches and meaningfully integrate a technology into their teaching practices.

In addition, teachers need to prepare themselves to teach research skills, evaluation of information sources, critical thinking, and problem-solving related to the use of technology, in addition to helping students develop essential digital skills to navigate safely and consciously in the digital world.

FINAL CONSIDERATIONS

The objective of showing some challenges and possibilities arising from education in a world in which people are already immersed in new technologies was fulfilled in the studies carried out through bibliographic research it was observed that the generation of *screenagers* presents unique challenges and opportunities for education.

Harnessing the potential of technology as an educational tool, adapting it to the teaching methods and characteristics of this generation, and promoting the conscious and balanced use of screens are crucial aspects to ensure an effective and meaningful education for these young people, enabling them to become successful citizens in an ever-evolving world.

In short, the challenges for teachers and schools when dealing with the screenager generation is to develop a flexible, adaptable, and student-centered approach, embracing technology as a powerful educational tool, but at the same time, keeping the focus on developing students' social, emotional, and cognitive skills.

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