

REFLECTION ARTICLE

Education and Information Technology: Limits on the Use of Social Networks

Educación y tecnologías de la información: límites en el uso de las redes sociales

Tecnologias da educação e da informação: limites no uso das redes sociais

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ABSTRACT

A topic that summons the educational field globally, at present, is the appropriate use of social networks by adolescents, youth and young adults, especially. The reflections developed in this article deal with revealing some positions raised regarding this topic. The methodology used is a documentary analysis of relevant investigations, which have resulted in a series of risks caused by the inappropriate use of social networks, which can be grouped into sequelae of a behavioral nature. The results show that people repeatedly exposed to social networks show situations related to low self-esteem and anxiety. Among other situations, which as a common horizon end up affecting public health, particularly from the psychological-emotional field. It is concluded that the discussions or contests in social networks are related to the mobilization of emotions, leaving aside the rational element, therefore, it is decisive that in the educational process contents of areas such as argumentation, logic and rhetoric

RESUMEN

Un tema que convoca al ámbito educativo de manera global, en la actualidad, es el uso adecuado de las redes sociales por parte de adolescentes, jóvenes y adultos jóvenes, especialmente. Las reflexiones desarrolladas en el presente artículo se ocupan de develar algunas posturas suscitadas con respecto a este tema. La metodología empleada es un análisis documental de investigaciones pertinentes, estas han arrojado como resultados una serie de riesgos ocasionados por el uso inadecuado de las redes sociales, los cuales pueden agruparse en secuelas de carácter comportamental. Los resultados muestran que las personas expuestas de manera recurrente a las redes sociales evidencian situaciones relacionadas con la baja autoestima y la ansiedad. Entre otras situaciones, que como horizonte común terminan por afectar la salud pública, particularmente desde el ámbito psicológico-emotivo. Se concluye que las discusiones o contiendas en las redes sociales están relacionadas con la movilización de las emociones, dejando de lado el elemento racional, por ello, es determinante que en el proceso educativo se impartan contenidos de áreas como la argumentación, la lógica y la retórica.

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The authors declare that they have no conflict of interest.

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RESUMO

Um tema que convoca o campo educacional globalmente, na atualidade, é o uso adequado das redes sociais por adolescentes, jovens e jovens, principalmente. As reflexões desenvolvidas neste artigo tratam de revelar alguns posicionamentos levantados a respeito desse tema. A metodologia utilizada é uma análise documental de investigações relevantes, que resultaram em uma série de riscos causados pelo uso inadequado de redes sociais, que podem ser agrupados em sequelas de natureza comportamental. Os resultados mostram que pessoas repetidamente expostas às redes sociais apresentam situações relacionadas à baixa autoestima e ansiedade. Entre outras situações, que como horizonte comum acabam afetando a saúde pública, principalmente no campo psicológico-emocional. Conclui-se que as discussões ou disputas nas redes sociais estão relacionadas à mobilização de emoções, deixando de lado o elemento racional, portanto, é decisivo que no processo educacional conteúdos de áreas como argumentação, lógica e retórica.

Introduction

This article is part of a research whose focus is the use of social networks as a mechanism for political participation. It also studies the limits in the use of social networks, which is the underlying theme of this research. Therefore, some risks in which children, adolescents and young people are immersed when making excessive use of social networks are explored. Following the postulates of some studies that have been developed during the last ten years, the social and psychological behavior of these population groups has been affected by the influence of a very active "social life" on the Internet. In this sense, the purpose of this paper is to expose some of the risks to which young people and adolescents who adopt such behaviors are exposed.

Manuel Castells (2001) warns how the Internet is a way of mobilizing emotions through media events, stating that this network is the ideal channel for demonstration, dissemination and denunciation by collectives that feel identified by means of an ideology, be it political, gender, environmentalist, etc. Generating an impact on public opinion, he states: "These are movements destined to take the power of the minds, not the power of the State" (p. 123).

Initially, the fundamental purpose of social networks was to strengthen communication between people. However, the diversity of options and interaction that they present has made them increasingly attractive to some groups between 16 and 24 years of age. Social networks have become a place where relationships are created that have a great impact on the identity of young people, who are more exposed, and at the same time are less aware of the risks involved. This fact has caused some scholars in this area to think about the changes that are evident in the emotional and psychosocial development of people.

Politics and social networks

Pilar Cortés (2012) in *Participación política de los jóvenes a través de la red* has developed an in-depth analysis. The new forms of political participation that young people have created, by affirming:

Not only from conventional forms but also from new technologies, such as the Internet and on-line social networks. Based on data extracted from studies carried out by the Centro de Investigaciones Sociológicas (Barómetro Político), together with studies by other expert entities both in political behavior and social networks, the aim is to answer questions such as: What are the characteristics of political participation of young people? What role does the Internet and on-line social networks play in this? What are the characteristics of this new political participation of young people? Can it be called democratic participation? (Cortés2012, p. 22).

The questions raised by the author force us to reflect on the social and political participation of citizens, especially young people. Various mobilizations such as #Metoo, #OneMillionVoicesagainstFarc, or the #ArabSpring that led to the fall of dictatorships in Tunisia and Egypt, are evidence of the decisive role that social networks play in the political arena today. In such a way that information technologies, the internet and social networks are spaces that, although virtual, are configured as public spaces for socialization.

The Internet has transformed subjectivity and intersubjectivity, discursively posing concepts of participation, micropolitics, ideologies and political imaginaries that have been echoed in events, movements and actions of a global nature. Spaces that have been configured through social networks. Nevertheless, the panorama that is drawn should not overlook the accumulation of emotions that circulate in the network and that turn these public spaces into virtual ones in which new scenarios of capital importance for the constitution of subjectivities are configured. Moreover, it should not be overlooked that virtual scenarios are increasingly "inhabited" by younger populations and that the number of children participating in various activities in this area is growing.

Unicef (Infancia, 2017) points out that, in recent decades, the use of information technologies has generated significant, manifest social changes, mainly in the progressive use of technological devices. However, in parallel, other difficulties have arisen such as cyber addiction, cybercrime and, in general, addiction to devices and networks. In this text, although it is recognized that the implementation and use of new technologies can help close the digital divide in which a considerable group of people are immersed, especially those who for geopolitical reasons are excluded from formal education. It is also recognized that:

Digital technology can also make children more susceptible to harm online and offline. Already vulnerable children may be at increased risk of harm of some kind, including loss of privacy (Childhood, 2017, p.4)

Thus, the report points out the ambivalence represented by the use of technology and underlines the need to ethically address its use, since technology by itself does not have a specific connotation, but the human accent that takes free rein in the networks does, and it is impossible to contain.

Roxana Morduchowicz, in her book *Los adolescentes y las redes sociales*, states:

A teenager goes online every day, and does so for an hour and a half at a time. That is the average. For those who have access to the web from home, the link with the Internet increases: they connect every day for twice as long, that is, three hours at a time. The same amount of time - and in some cases more - is spent on the Internet. (Morduchowicz, 2022, p.5).

The statistics presented by the author allow us to reflect on the way in which the social life of young people goes, the cultural life -online- where a large number of links are established and the time they have available to have quality relationships -offline- or face-to-face. Although the author points out that virtual exchanges do not necessarily replace traditional exchanges, she does mention that there are evident changes in their way of communicating, a fact that, added to experience, allows us to conclude that these are usually evidenced in relationships with a low level of empathy, a fact that entails many other human nuances. This also implies a loss of self-control, after the process of strengthening emotional ties with groups of people-friends from social networks. As Morduchowicz puts it:

Indeed, 90% of young people chat, visit a social network, send emails or blog, these are the most important uses of the Internet by children around the world. They then go on to search for information, do their homework, listen to or download music, watch *online* videos and play games. In addition, the vast majority of those who have a profile on a social network, check it every day (Morduchowicz, 2022, p.32).

Taking Morduchowicz's planning as a reference, it is clear that most young people use the Internet for communication purposes, which is the main reason for the attraction of this environment in the context of their social life. However, other scholars in this field have been concerned with analyzing what causes young people to become addicted to social networks, identifying the psychological impact of addiction to social networks, and even determining what negative behaviors are exhibited by adolescents and young people, as a result of the

excessive use of social networks. In this sense, Enrique Echeburúa Odriozola, in *Internet Abuse*, states:

Internet abuse can interfere negatively with some people's daily lives and affect academic performance, job performance, the quality of social relationships and healthy leisure time. The most vulnerable people can find in the Net a way to get hooked on gambling, sex or other problematic behaviors. Thus, online gambling, in its various forms, has burst onto the scene and has taken on forms that are more attractive to young people, such as sports betting. In fact, Internet gambling (e.g., online poker, online casinos and bingos or bookmakers), to the extent that it facilitates anonymity, is accessible anytime, anywhere. (Odriozola, 2016, p.92).

From this perspective, the author unveils some of the negative consequences caused by the abuse of the use of social networks, a fact that has been culturally normalized, on repeated occasions, with the excuse of the constant advance of technology. However, addiction to social networks is not presented as a spontaneous taste, on the contrary, it has different motivations, among which work and studies stand out, since clearly the development of the Internet has generated a series of changes in everyday life, so that addiction to social networks is presented as an alternative for young people or adolescents who in their private lives are part of contexts with family dysfunctionality, as well as in environments in which there are low levels of harmony and affective deficiencies. Although these are not the only places where this happens.

Josu Ahedo et al. in *Is the family a school of friendship?* It raises:

Collaboration between the school and the family can be fundamental for the adolescent's social networking behavior not to be dysfunctional. In addition, a good school adjustment based on "the friendship and help perceived among classmates, the appreciation of the involvement in the classroom and the observed closeness of the teachers" make the adolescent move away from dependence on social networks (Josu Ahedo, 2022, p.185).

The authors suggest overcoming the crisis caused by the abuse of networks through intimacy and isolation. From knowledge and social recognition, in which ethical and affective nuances become visible, leading to the development of bonds, reciprocal protection, whether in a family environment or among peers or friends, and to the strengthening of communication skills and, in general, to the strengthening of bonds.

However, the causes of addiction to social networks by young people and adolescents are not exhausted here. Javier Urrea (2017) in *First emotional aid for children and adolescents*, points out a series of situations that help to better understand this problem:

Habits such as using social networks for more than two hours a day, having more than five hundred friends online, or playing computer games for almost three hours a day can lead to Internet addiction. Spending excessive time online can lead to dependence or withdrawal from other activities. Symptoms that could be significant are discomfort or irritability, feeling overwhelmed, relief generated by the use of different technological devices, failures in the attempt to control the use, difficulty to disconnect, longer time spent than expected. Addiction increases as the age of the young user increases. If we look at its etiology, we find the escape from everyday life, it is a positive reinforcement of compensation, contact is sought, it generates distraction, avoiding pain and emotional discomfort, it generates self-confidence, it avoids new challenges. As risk factors we often find personality problems, such as excessive shyness, low self-esteem, rejection of body image, relationship difficulties, not knowing how to cope adequately with everyday difficulties, as well as easy access to ICTs and their low cost (Urrea, 2017, p.189).

Among the multiple causes and evidence presented by the author, the addiction caused by easy access to mobile devices stands out. While the democratization of technology is at a decisive moment because of the meaning that this action has for many population groups that are on the margins of technological developments, or ordinary access to the educational system. The increased use of social networks in the youth population and their misuse, evidently has a negative influence on the lives and daily activities of children, youth and adolescents.

Mental health and social network abuse

Although a series of characteristics and evidence related to the excessive use of social networks have been mentioned, mental health problems have not been emphasized in their broad perspective. For this reason, some studies that have worked in depth on this issue are analyzed below.

Emma Pérez Cuadros, together with other researchers, has developed a study called consequences of the of the abuse of social networks in adolescence, in which they expose:

New technologies have come into our lives to improve communication, but at the same time they have brought with them some problems related to the use and abuse of these technologies, especially by adolescents. These have used this tool as a means of isolation, so that we find that the excessive use of social networks is related to psychosocial variables such as psychological vulnerability, stressors and family and social support.(Pérez, 2017, p.347)

Some negative aspects such as depression, low self-esteem, stress, anxiety, emotional exhaustion, when present in young people and adolescents can be a consequence of the excessive use of social networks, according to the findings of this research group, and worse, such behaviors and other psychological manifestations of the same that can be evidenced in low self-esteem, isolation, and minimal physical interaction with peers, difficulty in relating due to a repeated tendency to hostility and its coarse externalization, can lead those who suffer from them to suicide.

Social networks and anxiety

Eva Millet in *Niños, adolescentes y ansiedad, ¿un asunto de los hijos o de los padres?* exposes:

Cell phones and other screens that are made available earlier and earlier -the latest generation cell phone, for example, is the star gift for communion- are other generators of anxiety in childhood. Many specialists warn about the addiction created by these devices and their content. Like drugs, both social networks and online games are designed so that the user generates high levels of dopamine, the neurotransmitter that activates the so-called "reward circuit". Withdrawal of these levels of dopamine - for lack of the source that produces it- generates stress, anxiety, irritation and pain.(Millet, 2019, p.43).

This clinical picture presented by Millet is a tool to understand more fully the reactions of children and young people to the controls or limits that are either imposed or attempted to be imposed on children, adolescents and young people, either in the family or school environment, since these are actions that for an adult may have an irrelevant connotation, but for the affected person are part of the psychological impact resulting from anxiety.

Along the same lines, Terri Apter, in *How to interpret adolescents? Challenges and Pleasures of Adolescent Education*, posits:

Today's screen time is indeed different from the screen time that television meant in the 1950s. It is interactive, more compelling. The teenager's phone is often as tattered, worn and dirty as a toddler's stuffed animal. Like a child's toy it remains close to the teenager at all times. (...) Teenagers' engagement with social networking takes many forms manifested in the friendships, isolation, anxiety, self-injury to self-image (Apter, 2022, p.73).

Apter maintains the position on the addiction to networks and the anxiety of adolescents and young people to stay connected and attentive to their social networks, even losing track of time and abandoning their daily activities. This makes them even more vulnerable to the ideas, opinions and perceptions of others, at a stage of life in which extreme sensitivity to the opinions and perceptions of peers, as well as their constant physical and social changes, can represent a risk in psychological terms.

Gio Zararri (2022) in *El fin de la ansiedad en niños y adolescentes (The end of anxiety in children and adolescents)* exposes in this same line, a series of guidelines of accompaniment in the transition process between the child, the adolescent and the beginning of adulthood. His response to anxiety and the abuse of external mechanisms is affective accompaniment and example. In this regard he states:

Over the past few years, many adults have told me about the difficulties they were facing in raising their children, with respect to these issues. The importance of these issues cannot be overlooked, as problems such as anxiety and low self-esteem are directly related to our ability to feel confident and believe in our own abilities. These foundations are laid during childhood and depend to a large extent on the way we are raised by our parents or guardians. (Zerrari, 2022, p.47)

Social networks as an environment inhabited predominantly by children, young people and adolescents. They are places that psychologists and experts on the subject have defined as spaces of pressure, in which adolescents are forced to remain active, in order not to feel rejected. This is linked to connection anxiety, a habit that exposes young people to develop emotional problems, sleep disturbances, anxiety and depression. For Zerrari and other researchers in this area of knowledge, the emotional and psychological support provided by family, friends and real social groups is a determining factor in the management of these situations, as well as the management of limits.

Education and addiction to social networks

Access to the Internet is subject to some material and other cognitive conditions, having a personal computer and a good connection are primary requirements, in addition, students are required to have some skills: knowing how to operate the device and having the ability to critically discern from the ocean of information which are rigorous and reliable sources, identify biases, fallacies or unfounded opinions. Regarding the importance of an education that stimulates both critical thinking and attitude Martha Nussbaum argues: "[...] incorporate critical thinking into the pedagogical methodology of different courses, teaching students to inquire, to evaluate evidence, to write their own papers with well-structured arguments and to analyze arguments put forward in other texts." (Nussbaum, 2014, p.84).

Likewise, it is important to provide students with contents that allow them to overcome the level of discussion that appeals to commiseration, to the mobilization of emotions, sentimentality and sentimentalism: to pathos; to transcend to ethos and rhetorical logos, as well as to avoid incurring in fallacies, for this reason, Victoria Camps (2011) asserts:

Indeed, sentimentality is feeling without the guidance of reason. Emotions and reason must go hand in hand in practical reasoning: emotions alone do not reason; reasons contribute to modify and redirect them (Camps, 2011, p. 11).

To consult and obtain true knowledge and interact in the network it is necessary to identify fallacies, errors in argumentation, as well as violations to the principles of logic, it is also decisive to unveil the ideologies that underlie the construction of discursive images, as well as to understand that the media, news portals and even journalists have a clear communicative intention, either to defend or attack a position, to achieve their goals they expose their arguments from identifiable ideological positions. For these reasons, Monserrat Bordes states:

And being able to detect fallacies is the first step to avoid the dangers of uncritical beliefs. The logic of argumentation is an instrument for evaluating our beliefs, many of which are often stored in our minds for spurious reasons: mental laziness, desiderative beliefs, by-products of uncritically accepted magisteria, self-interested conformism or simple ignorance. We all incur many times in what can be called 'epistemic self-indulgence', the tendency to delight in comfortable but poorly justified beliefs. (Bordes, 2011, p.32).

The democratization of the Internet, which in principle is understood as a way of satisfying the needs of children, adolescents and young people, especially those who for various reasons are on the margins of the formal educational process or people for whom access to technological dynamics is impossible because their socio-demographic conditions prevent them from doing so; Thus, in first world countries and in general in most places where access to this environment is simple, cheap, free or free, it has also become an opportunity to commit crimes, to create and recreate a series of computer and cyber crimes that otherwise would have been impossible to imagine.

The school is precisely the place where this situation becomes both evident and contradictory. Within the training spaces, access to the Internet, networks, electronic devices of the latest technology, and in general to the digital environment, is understood as an opportunity to improve the processes. However, in view of this panorama, added to the deficient training of many primary, elementary and middle school teachers who, for generational reasons, or for reasons of capacity to keep pace with technological changes and developments and the implementation of these new devices in pedagogical processes, as well as the impossibility of homogenizing access to such technologies, have led children, adolescents and young students to make a deficient use of the formative and participatory possibilities offered by the web. With respect to this perspective, he points out:

It also requires teachers with a new perspective, willing to modify the old paradigms that interfere and disagree with the use of technology. It is useless to have great technological resources if the teacher's work is limited to that of a traditional classroom (...) The teacher must motivate the student to self-learning, inciting him to search for information, generating his own knowledge (Education, 1999, p.263).

Arturo Alvarado, in *Los desafíos de la justicia para adolescentes en América Latina (The challenges of adolescent justice in Latin America)*, exposes the growing problems in Latin American countries and the need for constant changes in legislation, due to the increasingly early incursion of children, adolescents and young people into criminal life, whose main niche is social networks and the possibilities they offer (Alvarado, 2022). As a particular fact, the confrontations that arise as a result of such situations usually have as physical spaces institutions such as schools and colleges, which indicates that these crimes are usually committed among peers, taking advantage in many cases of the information they have about peers and acquaintances and even making use of institutional devices and networks that are available there and that are originally intended to be used in the educational process.

The number of computer crimes involving children, adolescents and young people is currently growing. Likewise, the rate of addiction to social networks is increasing. Although originally the technologies used in educational institutions are called to be constructive tools. From the research developed by Alvarado (2022), it is evident in practice that in various educational environments in Latin America, such tools have ended up negatively impacting different areas of students' lives, both from academic performance and from the ability to relate and establish social relationships with real subjects, being a characteristic of these groups isolation and an evident preference for the use of social networks, instead of physical socialization.

Ángel Gordo, Albert García and Javier de Rivera in *Jóvenes en la encrucijada digital, itinerarios de socialización y desigualdad en los entornos digitales*. They expose a panorama that reflects a need to seek referents in peer groups, such as social networks or WhatsApp groups, in which they congregate around relationships in private spaces whose binding axis tends to be social activities, mainly. The creation and permanence in these groups are usually the response to the need for identity or micro-identity belonging, i.e. the need to belong socially. In principle, sharing photos, music or videos are everyday actions, the difficulty arises when they are excessively exploited, becoming negative behaviors that are part of commercial strategies, as the authors state in their text when they mention:

Justin Rosestein - a Silicon Valley engineer who created the "Like" button in 2007 - caused a stir when he chose to block Facebook and other social networking apps on his own cell phone. In an interview with The Guardian, he said that "likes" - which he described as "bright flashes of pseudo-pleasure" - have in recent years come to "shape the attention economy" and that, "in many cases, they're causing serious self-esteem problems, especially among the younger population. (Gordo, García and de Rivera, 2019, p.1).

Rosestein's case forces us to think about the ethical connotations in which new technologies are immersed, especially those offered by social networks.

FoMO Syndrome

Silvia Olmedo in *¿Cómo saber si estás a dos pasos de la locura (How to know if you are two steps away from madness?)* denounces other types of addiction related to social networks, one of them is the FoMo syndrome, which she explains:

FoMO, which stands for "fear of missing out" and translates to "fear of missing out". It is a need to be permanently connected and to be aware of everything that the people they consider important in their lives are doing. They shift the focus of attention from their own existence to that of other people. They become so dependent on social networks that the fact of not starting the day by looking at them can generate a level of very high anxiety (Olmedo, 2019, p.6).

A segment of this reflection must necessarily be associated with the psychological consequences of people addicted to social networks. Repeatedly, researchers in these areas dedicate a section of their analysis to think about obsession, depression and anxiety,

low self-esteem and stress that accompanies people who have created a process of dependence on the networks. This results in social isolation, negative behaviors, poor concentration, decreased academic performance and sometimes even dropping out of school.

Pornography addiction

Villena Moya in his article *Uso y uso problemático de pornografía en adolescentes: un debate no resuelto (Pornography use and problematic use in adolescents: an unresolved debate)* discusses a problem specific to the population referred to in this document. It is about pornography consumption and addiction. The author mentions:

The presence of sexually explicit materials has grown significantly in recent decades, especially on the Internet. Easy access to the Internet and the availability of cell phones at an early age has revolutionized the way in which adolescents learn about sexuality, making the consumption of online pornography a common practice. In addition, behaviors such as "sexting" or "revenge porn" are also frequent in this evolutionary stage. However, since adolescents are in a critical evolutionary period for the development of a healthy sexuality, due to the various biological, affective, psychological and social changes typical of this stage, it seems that they are more susceptible to exposure to this type of content. Several studies have associated the use of pornography in adolescents with possible harmful consequences (favoring gender stereotypes, decreasing sexual satisfaction or promoting aggressive attitudes in the sexual sphere) and beneficial ones (increased sexual self-esteem, release of stress and greater sexual knowledge) (Moya, 2020, p.32)

The sociosexual behaviors that usually have a critical effect during the period of adolescence due to lack of understanding, curiosity, lack of reliable information and experimentation, as well as a constant need to search for referents or ideologies with which to identify, not responsible among many other circumstances, is revealed with the related study, by problematizing the risk posed by the excessive use of social networks without establishing limits, control and without ethical considerations. The research that has been carried out in which unhealthy or aberrant sexual behaviors with children, young people and adolescents and social networks are studied, usually have problematic nuances, without moral contemplations or human considerations. In this case, as mentioned above, it is a series of factors that when grouped together generate harmful results, not only for the regular users of these groups and material, but also for the people who are part of their environment.

Phubbing in the interpersonal relationships of children, adolescents and young adults.

Valerie Urbistondo Rodríguez (2022) develops this topic extensively, examining the relationships between friends, couples and emotional intimacy, to think about the effect of the use of mobile devices and its consequences on socio-affective relationships. One of the behaviors that most affect social interaction and that is associated with the communicative deficiency in interpersonal relationships is *Phubbing*, a behavior that derives from the addiction to social networks and that is manifested through practices such as the insecurity that someone manifests if they do not have their cell phone, ignoring the interlocutor for using the cell phone, performing daily actions such as eating or going to the bathroom with the cell phone in hand or using the phone while using public transport (Urbistondo, 2022, p.33).

In this paper we have related an overview of the changes, characteristics and situations associated with the psychological confrontations to which people are exposed who, in the midst of their interaction and communication processes, make excessive use of social networks, which are spreading rapidly in the various contexts in which children, adolescents and young people interact. One of these contexts is the educational environment. In recent decades, educational institutions, especially those of a public governmental nature, have made efforts to incorporate electronic devices in their pedagogical practices; also, Internet coverage has been expanded, and social networks appear as an extension of the classroom, with the purpose of putting this conglomerate of tools at the service and improvement of educational quality; however, given the first findings, multiple concerns arise about the need to conduct research that will shed light on the most appropriate way to proceed.

Conclusions

The digital information era has emerged as the communication media par excellence, which has allowed globalization and unification of markets, as well as streamlined communications.

The use of information technologies has also expanded the coverage and access to educational spaces of different modalities, which is why information technologies have become decisive for the teaching-learning processes.

The use of social networks in educational contexts is being questioned and has been shown to cause problems in the mental health of users, anxiety, withdrawal syndrome, *phubbing*, depression and changes in moods are symptoms that the goodness with which the networks have been advertised and sold should be subjected to scrutiny and adopt a skeptical and critical attitude towards them.

Social networks allow the visibility and denunciation of problems, injustices and violations of human rights, etc., and are also scenarios to express ideological predilections, seek affiliation with other users who have values in common, identify with political, environmental, feminist, animal, religious, pacifist, etc. movements. The discussions that arise in the virtual world require a level of argumentation, where the evaluation of the reasons depends on logical and argumentative criteria, within the three levels that are appealed to in rhetorical discourse: pathos, ethos and logos, in social networks sometimes persuasion is sought through emotions, therefore, it is imperative, a training that favors to overcome this level and to discuss with good reasons, argumentative clarity, precision in the use of concepts and terms, so that students produce theses supported by solid premises, accept the best arguments and consider the antagonist as a valid interlocutor.

Although it is a difficult task to establish limits for students regarding Internet consumption and the way they interact, as well as the prudent use of social networks, what is possible is to provide students with critical thinking and attitude to establish criteria and evaluate the information they consult, hence the importance of educating their character and providing them with content in areas such as logic, argumentation and rhetoric, knowledge that will allow them to decide, question, analyze, contrast and be skeptical of what is published on the networks.

The virtues and contributions of social networks in educational practices are well known, what is unknown, and therefore, it is necessary to study are the effects, consequences, diseases, addictions and risks that derive from their inappropriate use. According to the optimal use, the Internet can be an interface, an information channel or a large library, it can also be a virtual agora or an extension of the school and classroom practices. Hence the relevance of the logos to filter the information published on the networks, it also requires the observance of an ethical stance that allows to evaluate the benefits and problems of its use. This accumulation of tools is destined to become a great contribution to the purposes of education: citizen training, the consolidation of autonomy, the ability to think for oneself, respect for differences, the possibility of altruism, purposes that redefine the political space and give it the status of a sine qua non condition for the establishment of democracy.

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