

Influence of Audiovisual Products Consumed by Children and Teenagers on their Proper Biopsychosocial Development

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Abstract

The continuous advancement and development of information and communication technologies has led to the classical forms of leisure for children and adolescents to vary more and more every day. Such is the case of audiovisual consumption, an activity that is highly preferred by these age groups, displacing the realization of other fundamental activities for these stages to the background. Therefore, this research aims to determine the influence of audiovisual products consumed by children and adolescents on their proper biopsychosocial development; in addition to describing the role played by parents in the audiovisual consumption activity of their children; for this, a qualitative methodology was implemented, focused on documentary analysis. From which it was found that the programs preferred by children are mostly aimed at the adult audience, as well as foreign-made. In the same way, it is evident that the mediator role of parents focuses on the establishment of limits and the control of the frequency, schedule, time of consumption, leaving aside the joint viewing and the active discussion of the audiovisual materials consumed, and obviating the control of the type of content consumed by their children. Elements that lead to a considerable risk in the proper development of children and adolescents when exposed to materials with contents that are not in accordance with their age and consumerist lifestyles that come into conflict with our values.

Keywords: Audiovisual Consumption, Audiovisual Products, Family Mediation, Children, Adolescents

Introduction

The practice of audiovisual consumption is one of the most usual and preferred activities by children and adolescents, being in contact with electronic devices that enable the realization of this for long periods of time; but not only that, but it has displaced the realization of other fundamental activities for these ages to the background, such as study, play and interaction with others.

This constitutes a risk for the proper biopsychosocial development of children and adolescents, as well as their education, since the programs that are most preferred by these pages are those that are aimed at the adult audience and of foreign manufacture; contents loaded with violence, obscene language, consumerist ideals, terror, etc. Which may imply that the little ones do not have the cognitive, affective mechanisms and the appropriate values for the assimilation of this type of information.

Therefore, such materials will not be the most optimal for the proper development of infants and adolescents.

Likewise, the interaction with this type of products has a notable influence on the construction of the subjectivity of children and adolescents, whose personalities are in the process of formation, which makes them more sensitive to the influences of the messages of the audiovisual materials they consume through the screens, since given the psychological characteristics of these ages, they have limitations to distinguish between the essential and the secondary, so they tend to reproduce what they consume without the appropriate interpretation and assimilation of the contents.

However, in several investigations evidence has been found to the difficulties that some children and adolescents show to understand certain audiovisual materials that are not designed for

their ages and that they still consume them [1]. It was also found that on many occasions the consumption of this type of product generates confusion between fiction and reality.

Considering the characteristics of the ideals at these stages it is necessary to point out the influence of these products on the formation of values and the establishment of ideals in children and adolescents, since most of the contents consumed by them are plagued by consumerist attitudes, superficiality, the physical, the material is hyperbolized, and then it is these behaviors that are recreated by our infants and adolescents.

On the other hand, it should be noted that in the XXI century ICTs have taken a leading role in society and especially in the lives of children and adolescents, so much so that they have been branded as “technological natives”, which has led to leisure activities as mentioned above, as well as the forms of interaction of these with their environment and society as a whole [2].

Noting also that, with the widespread access and use of new technologies, the Internet and social networks, children and adolescents have created their own universe in which new patterns of consumption, creation and dissemination of audiovisual content have been established; an element that increases the possibility of them suffering from cyberbullying, harassment through networks, and other phenomena that are made possible by the access that minors have to these technologies without adequate mediation by their parents.

Therefore, the family, being the first instance in which individuals develop, is the main one in charge of their education and care, in charge of mediation between infants and the society in which they are developing, therefore the process of family mediation in the face of audiovisual consumption should not be ignored since this process not only influences the tastes and preferences that are developing in schoolchildren and adolescents, but also in the ways in which they appropriate what they see and/or hear through the screens [3].

English: Because of this, the process of family mediation is necessary in the face of the audiovisual consumption practices of their children, not only to control the time they spend consuming these products, but also to control whether the content of these products is in accordance with the age of their children, to promote the formation of values and stimulate the criticality of the youngest and that they do not become mere consumers, since the family constitutes a key piece to understand the interactions between its members and television since it is she who is in charge of interpreting, criticizing, reinforcing, complementing and transforming the influences of television [4].

In other words, the characteristics of the audiovisual consumption of children and adolescents depend to a large extent on the consumption models they have in their homes, an element that increases the importance of the family as a mediator between the child and adolescent audience and audiovisual materials, and the way in which they assimilate said contents; being responsible for educating their children in the consumption of audiovisual products.

That is why this study aims to determine the influence of audiovisual products consumed by children and adolescents on their

proper biopsychosocial development, in addition to describing the role played by parents in the audiovisual consumption activity of their children since it constitutes a fundamental point to know, due to the great influence that parents exert on the consumption habits of their children.

For this, a qualitative methodology was implemented in order to understand the phenomenon studied in depth, specifically using the documentary analysis method, which is based on working with scientific documents, in this case we worked with the theses prepared by [5-8].

Materials and Methods

That is why this study aims to determine the influence of audiovisual products consumed by children and adolescents on their proper biopsychosocial development, in addition to describing the role played by parents in the audiovisual consumption activity of their children since it constitutes a fundamental point to know, due to the great influence that parents exert on the consumption habits of their children.

That is why a qualitative methodology was implemented in order to understand in depth the phenomenon studied, in this case the influence of audiovisual products consumed by children and adolescents on their proper biopsychosocial development; specifically using the documentary analysis method, which is based on working with scientific documents [9,10].

Results

As mentioned above, audiovisual consumption is one of the activities that children and adolescents carry out most often in their free time, which is evidenced by the high percentages that refer to the realization of said practice, percentages of 95% even more either from Monday to Friday and on weekends. Since audiovisual consumption occupies a privileged place among the usual activities of schoolchildren and adolescents, displacing the realization of other fundamental activities for these stages.

It is also evident that the home is the space par excellence for carrying out this practice, especially in private spaces, displacing the living room as a privileged space for carrying out this practice, thanks to the acquisition of electronic devices in the individual rooms of minors, thus enabling greater freedom for consumption. An element that conditions that adults do not have real control over the schedules and time of exposure to these devices, as well as the content of these materials, since it hinders the joint viewing and active discussion of the displayed materials.

However, with regard to the type of programs preferred by these age groups, the preference for materials intended for adult audiences is evident, where the systematic consumption of telenovelas stands out, which is in accordance with the various studies carried out in Havana (9-11); in which they indicate that telenovelas are among the preferred television programs for Cuban children and adolescents, despite the fact that they are not designed for those ages.

It also stands out the consumption of movies, youth series, reality shows, talent shows and musical genres such as reggaeton, which enjoys a great acceptance by these age groups, a musical

genre that is characterized by containing violent, erotic scenes, weighting of the physical, consumerist lifestyles, denigration of women and a whole set of characteristics that are totally away from the values that they want to instill in the little ones [11].

The preference for this type of products according to the sample studied is given by the physical attractiveness, aesthetics, superficiality of the characters according to the females, while the males highlight the physical qualities, specifically the strength and certain skills and abilities attributed to man by the patriarchal culture; these elements are linked to the characteristics of the thinking of these ages and the typical ideals of these, which are influenced by the messages and teachings of these negative contents that they consume through the screens.

Similarly, there is a high preference for foreign-made productions over domestic creations, an element that is conditioned by access to these through the "weekly package" and the dissimilar offers that it offers to younger consumers, where the telenovelas of Mexican and Brazilian origin stand out, although the latter are also transmitted by national formal channels.

It also highlights the consumption of films generally of American production and series of Hispanic origin in which obscene language stands out, and important social prejudices and stereotypes; it is evident the consumption of Japanese-created Animes, which are intended for young or adult audiences, but the appearance of "animated" masks the high consumption of these by children and adolescents despite the high violent content they have.

The viewing of contests, talent shows, reality shows and participation games is increasing, especially those of Mexican, American, Colombian, Spanish origin, in which the emotions of the audience are handled as a guarantee of the market, an element that negatively influences the education of the youngest and the formation of their personality.

These elements are evidence of the existing deficit in the mediator role of parents, since they should act as filters between their children and the materials they consume, encouraging them to develop a critical attitude towards the materials consumed; but on the contrary they allow their children to perform this activity in private spaces, so they do not have real control over what they consume, nor the time that their children devote to this practice.

It should be noted that due to audiovisual consumption during long hours, mainly at night, the negative effects of audiovisual consumption increase, from affecting the quality and quantity of sleep, low school performance, learning difficulties, resulting in a decrease in attention, memory, understanding and problem solving, and may also generate anxiety, exaltation, irritability and limitation of performing other fundamental activities for their development.

With regard to the participation of parents in the audiovisual consumption practices of their children, it can be seen that the establishment of limits for audiovisual consumption is ratified as a mediation strategy by parents, predominating the control of the schedule and time of exposure, in order to promote taste and the realization of other activities, such as study, play, grooming,

food, physical exercises, reading, and socialization with others. In addition to preventing the possible negative effects that can be caused by performing this practice for prolonged periods of time, such as visual and/or mental damage, the tendency to violence and addiction to these media.

However, despite the establishment of these limits, it is pertinent to point out that these strategies are not at all efficient, since, despite the control referred to by parents, schoolchildren and adolescents do not fully comply with these restrictions, by consuming audiovisual products that are not appropriate to their age and at times that extend to long hours of the night. This is related to the dissonance existing between the criteria offered by parents about what should be the television consumption of the little ones and their effective behavior in this regard.

On the other hand, it is necessary to emphasize that the active discussion of audiovisual contents is carried out in order to accompany the little ones during the viewing of the programs, when schoolchildren or teenagers ask some questions or when parents value that they should intervene due to the content that the consumed material has. However, parents usually assume a passive position before the contents of the programs, which is reflected in that they barely establish conversations, do not arouse debate and do not take advantage of the joint viewing for the empowering exchange.

Discussion

The influence of audiovisual products consumed by children and adolescents is a crucial factor that significantly impacts on their biopsychosocial development. Throughout the article, we have explored how audiovisual content can shape attitudes, behaviors and interpersonal relationships, as well as its role in the formation of identity and perception of the world. It is clear that, although these products can offer learning and entertainment opportunities, they also have associated risks, such as exposure to negative stereotypes and the normalization of violent or consumerist behaviors.

Therefore, it is essential that parents, educators and those responsible for creating audiovisual content work together to promote conscious and critical consumption. The promotion of products that prioritize positive values, the development of critical analysis skills in young people and an adequate supervision of the content consumed are key strategies to mitigate the adverse effects and enhance the benefits of media. Ultimately, the goal should be to ensure that children and adolescents are not only consumers of audiovisual products, but also creators of their own meaning and agents of change in their social environment.

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