

Rasgos de conductas suicidas en jóvenes adolescentes: una visión de sus interacciones familiares, escolares y virtuales que ponen en riesgo su integridad*

Traits of suicide conduct in young teens. A vision of family, school and virtual interactions that jeopardize their integrity

Traços de comportamento suicida em jovens adolescentes: uma visão de sua família, a escola e as interações virtuais que ameaçam sua integridade

Eunice Camacho Galicia

Secretaría de Educación Toluca, Estado de México, México

nichecg_07hotmail.com

Resumen

En la investigación “Jóvenes adolescentes con ideas suicidas: De la precariedad de las interacciones comunicativas a los proyectos de actos futuros”, se identificaron algunos rasgos de conductas suicidas. Para ello se tomaron tres ejes de análisis como base para estudiar la interacción de los adolescentes en su entorno escolar, familiar y de amigos. En estos ejes se identificaron conductas inapropiadas y mecanismos de resolución emprendidas por los jóvenes ante situaciones de conflicto. Lo anterior se llevó a cabo a través de narrativas, entrevistas y observaciones de cuatro adolescentes de 14 y 15 años de edad que cursan la secundaria: dos mujeres y dos hombres, respectivamente. De acuerdo a los registros son varios los factores sociales que pueden desencadenar conductas suicidas en sus relaciones con los otros.

Palabras clave: jóvenes adolescentes, escuela, familia, interacción social, conductas suicidas.

*This article was elaborated during the time that I remained enrolled in the Doctorate Program at the Higher Institute of Education Sciences of the State of Mexico (ISCEEM), to whom I thank the support granted

Abstract

The research “Young teenagers with suicidal thoughts: of the precariousness of the communicative interactions to future acts projects”, identified some features of suicidal behavior. For this purpose three axes of analysis as a base were taken to study the interaction of teenagers in his school, family and among friends environment. These axes identified inappropriate behavior and resolution mechanisms undertaken by young people in situations of conflict. This was carried out through narratives, interviews and observations of four 14 and 15 years old teenagers attending secondary school: two women and two men, respectively. According to those records there are several social factors that can trigger suicidal behaviors in their relations with others.

Key words: young teens, school, family, social interaction, suicide conduct, suicidal behavior.

Resumo

Em pesquisa "Jovens adolescentes com pensamentos suicidas: A partir da precariedade da comunicação para o futuro actua projectos interações", foram identificadas algumas características do comportamento suicida. Para isso três eixos de análise foram tomados como base para o estudo da interação de adolescentes no seu ambiente escolar, família e amigos. Nestes eixos foram identificados inadequado mecanismos de resolução empreendidas por jovens em situações de conflito conduta e. Este foi realizada através de narrativas, entrevistas e observações de quatro 14- e 15-year-old no secundário: duas mulheres e dois homens, respectivamente. De acordo com registros existem vários fatores sociais que podem desencadear o comportamento suicida nas suas relações com os outros.

Palavras-chave: adolescentes jovens, escola, família, interação social, comportamento suicida.

Fecha recepción: Enero 2016

Fecha aceptación: Julio 2016

Introduction

During the investigation, it was observed that many behavioral problems are tolerated or favored by the school itself, where interpersonal problems are "solved" by fighting or attacks of different types (Cárdenas, 2009). Such conducts reflect a time of significant changes in adolescents, their way of thinking, feeling, conceive the world, relate, both in its physical appearance. All of these are important conditions and determinants in the behavior with themselves and others. In other words, such youngs are vulnerable in a society that requires them and bombarded with a myriad of persuasions and too much information, what influences in their decisions making as well as to what they are and what they wish to be.

In the last years has increased the concern by know what is it dynamic educational in the schools and its complexity to exercise it. Young adolescents require that school recognize them as beings capable of living in society, with sensitivity, intelligence and dignity. That is, to be considered in its singularity, depending on their status as beings unique and unrepeatabe. This brings us to recover the concept of integral education established in official documents, where is recognized and encouraged each of the dimensions that make up the teenager as a human being.

From the previous approach, article 42 of the General Law on Education of the State of Mexico stands: "In the delivery of education for minors will be taken measures that ensure the learner the protection and care necessary to preserve their social, psychological and physical integrity on the basis of respect for their dignity, as well as enforcement of school discipline to be compatible with their age".

Thus, the school not is the only environment in which the young as subject social interactions. Family and friends also play an important role in the practices of interaction. The current way of communicating is through technological tools, relations in which young people experience encounters and disencounters. The adolescence is recognized as the first stage of the youth; in that sense in this article refers to the category of young adolescents in indistinct way, because it is a stage where the subject acquires a new position in the correlation of forces in each of the social spaces that he/she forms part. That is to say, its

role in society is redefined as it lives in processes of social resignification and profound identity reconstructions, a situation that persists in the following years (Reyes, 2006).

Young adolescents need to be heard by their parents and teachers in order to build themselves in relation to others, as well as being taken into account in negotiation and decision making. They are people who need support, although not anyone but receive a "good deal", that is, they want to be treated as valuable individuals who are considered and respected. In this way the purposes of the investigation are rescued: first, to identify the characteristics of the suicidal behavior and the harmful situations that put in jeopardy its integrity; Second, to investigate the model that the young adolescent constructs about suicidal behaviors from diverse problems both in the school and family environment, as well as by those who promote low self-esteem, poor communication, among others. The third and final purpose of the research are the meanings and expectations derived from their virtual interactions.

The present research aims to be an analysis that transcends the idea that social interaction is a simple means to express a behavior. In addition, it seeks to expand the panorama around the increase of cases of suicide, in spite of the diverse attempts to raise awareness among the young adolescents and to stop this type of misfortunes. It also aims to demonstrate how an adverse incident has a social and personal impact on a young person's life. By adopting a broad position that considers diverse social practices of the young adolescent, it seeks to cover its multiple actions and reactions. It is a question of understanding the interactions of young adolescents within the school, family and groups of friends, so that the factors of subject and structure must be considered, but not as dichotomies but as dialogues of a meeting.

Some investigations offer theoretical elements that allow analyzing the suicidal phenomenon as a local, national and international public health problem (Sánchez, 2014). The World Health Organization defines this as the state of complete physical, mental and social well-being of the individual and determines that part of the public health task expands to new and emerging areas in contemporary societies.

According to Durkheim (1982), suicide is a sociological phenomenon rather than a pure individual act consisting of a bad social adaptation; A death that is a result of a positive or

negative act of the victim and that leaves sequels in the people close. Suicide is a human action destined to voluntary self-enclosure, which results in a communicative act through social interaction. The importance of the concept is that the suicide sends the message that one or more situations are affecting his life. These notices should be understood by the subjects who interact with him, to help him solve and attend to what is overwhelming him.

In a person with suicidal behaviors, three moments are identified: 1. Thoughts of not wanting to live, 2. Putting themselves at risk, and 3. Deciding to take life (Águila, 2014). Each one has certain indicators that together constitute categories and subcategories that allow to understand the suicidal behaviors, like the thoughts of not wanting to live, to put itself in risk, or to decide to take the life. In this way, the traits of these behaviors can be put into perspective, which must be understood from the social interactions that young adolescents establish with each other. Social interaction is defined as the action by which the subsequent social influence that every individual receives. Adolescence is the stage in which there is usually a very particular interest in relating to others, thus manifesting social behavior (Hollander, 1982). For this reason, the interaction becomes a cardinal element to be able to develop a behavior in response to an external stimulus. The symbols that are transmitted are included here.

In general terms, social interaction refers to intersubjective contacts that presuppose common sense constructions about oneself and the other person with whom one interacts (Schütz, 1974). These types of relationships often influence the behavior of the individual in institutions such as school and family. In this sense, there are researches that allow us to approach the meanings and meanings that young adolescents attribute to things, people, institutions, relationships and physical objects in general (Blúmer, 1982). The same happens with actions that "create" circumstances and at the same time make them.

The interactions of young adolescents also have to do with emotions, which encompass a series of components, thoughts, assessments, affective experiences, physiological activation and behavioral aspects.

Many theorists adhere to the reaction triad: (1) physiological activation, (2) expressive behavior and (3) subjective feeling. Some add a motivational tendency to action and cognitive processing, however, there is no agreement on how these components are organized, when an emotion begins and ends, and how many emotions are to be distinguished. For Lang (1995), emotions are described from three classic response levels: (1) language cognition, (2) physiological and (3) motor. However, when evaluating the same emotion at these three levels, the correlation that is usually found is scarce (Klaus Scherer, 1993).

Through the researches consulted and the analysis of field work, it is observed that the experiences of the young adolescents who participated in this research are a reference to understand that school and family are priority environments of social interaction. In addition, circumstances are the primary factor in which they develop and determine some aspects of behaviors considered inadequate and certain latent features: violence, economic deprivation and changes in their way of being. All these are realities that show vulnerability in their lifestyle.

Method

The qualitative paradigm allowed access to the four study subjects as we approached the empirical world of young adolescents, parents and teachers and counselors, who as subjects of the research provided valuable information for the development and understanding of their own Spoken and written words and observable behavior "(Taylor and Bodgan, 1987, pp. 20-21). This was done through interviews, narrations, transcripts, meetings and written observations in field work, all techniques that endorsed the interaction with young adolescents and the understanding of their reality. This research provides a sociological perspective that seeks to be a source of consultation for people and school authorities who collaborate and coexist with young adolescents, that is, a proposal that provides the basic elements to identify and prevent suicidal ideation, particularly in communicative interactions Which they establish in their social context.

Results

Narratives, interviews, phenomenological sociology, as well as suicide theory, allowed us to recover the perception and meanings that four young adolescents have about their relationship with others and how they form their own codes of communication and coexistence. These relationships influence the way they see, understand and interpret reality. Based on the above, we reflect on suicide from a qualitative methodology through case studies, unlike other studies that consider suicide to come only from family dysfunction or individual psychological maladjustments. The findings were condensed into two categories: precarious communicative interactions and future projects. The methodological support was the qualitative paradigm that allowed us to approach the subjects.

Within the analysis of the interaction of the four young adolescents, three axes of observation were identified, with which they recorded the influence they receive from the different contexts in which they are immersed.

The school has the responsibility to promote the learning of the mechanisms, strategies, norms and values of social interaction. It should therefore contribute to the gradual formation of valuable representations and patterns of behavior in and out of school. According to Elliotte (1997, p. 214) and Pérez Gómez (1997, p. 92), Desiderio de Paz (2004) point out that in the Doyle model there are several mechanisms of socialization for the student to integrate socially with Through the acquisition of knowledge and the development of qualities that allow a full treatment in favor of himself and of society. These include: the climate of social relations, the ways in which the school and teachers organize the participation of students, as well as the selection and organization of content.

In this sense, each of the young people is conceived as a unique individual. In the other forms in which they socially relate, one observes a behavior typical of deep motives, of typical aptitudes of a type of personality, of which the adolescents are but examples of behavior.

Secondary school is a space of subjectivation, redefinition and resignification of experiences and practices, in this sense beyond the structural plane. Secondary school is, by definition, "a school for adolescents" (Sandoval, 2000, p.59), however, schools hardly recognize adolescents as subjects and social actors, restricting at times their participation in matters that have to do Directly with their interests.

According to the above, Sofia, one of the young focal points of research, likes to be in school; Lives and talks with his friends because of the identification that he has with them, which makes him feel good, although he cares a lot about the problems that they tell him. The high school is seen by Sofia as a space where despite the statutes and rules of control, it can understand the companions and make friends with them. The school is for teenagers the space where they can have fun with their peers and give value to their common interests. For Sofia it is better to be in school than at home:

There is good communication with schoolmates because we have things in common, but when I finish school, I feel sad because I return to a place where I have no one to talk to, even if it is my house and the problems are with the family (Ent 05/14/11/2015 / As).

Sofia feels emotions that make her have different experiences in her social interactions; He also experiences sadness when he leaves school because he has to get home. Sofia sees the school as the ideal place for coexistence with her colleagues and friends. He points out:

With colleagues and friends I have a good time, we trust and discover new things (Ent 12/12/02/2016/As).

In the stage of adolescence the young people begin to separate emotionally from their family. They prepare to embark on a new adventure, fearful and at the same time anxious to establish relationships with their peers. Sofia is a young woman who, when interacting with her friends and friends, interacts socially with them, so that the youth stage offers her the opportunity to share and enjoy:

I relate a lot to my friends at school when talking about the free time we have. I share my things because we have common interests. (Ent 12/12/02/2016 / As).

After analyzing the factors that cause problems of coexistence in the school, it is identified that these are related to disruptive behaviors that alter the climate of coexistence in the

classrooms, which hinders interpersonal relationships with both teachers and students (Ochoa Diez, 2010).

In school, peer relationships do not always call for norms and rules that are ideal for coexistence (as in the case of Sofia), since codes of domination and interpersonal submission that lead to conflicts are observed. Therefore, it is very important that they have healthy relationships and friends that give them a sense of security and identity. As these friendships are reaffirmed, adolescents will decide freely whether to accept or reject the propositions offered by their surroundings.

Relationships between adolescents are not always harmonious and regularly contain a high degree of aggressiveness, which students must adapt, ignore or face. It is, in any case, part of the "relaxation" that seeks to curb with norms (Sandoval, 2000). Young people mention the physical and verbal aggressions they frequently receive from their peers; They also identify violent relationships, specifically physical or verbal aggression. These types of relationships generate fear and insecurity, so they are not able to discern what they should do.

Perhaps youth is a metaphor for social change, as Feixa (1993) points out in Sandoval (2000): a wake-up call, a red alert that forces us to rethink many previously constructed certainties. This is due to the systematization of studies, plans, the "must be" that has monopolized understanding, ignoring responsiveness, the constant "clutter" with which social actors and not only young people face order settled down.

Young people perceive their relationships as a product of the progressive physical and emotional violence that occurs in school, as expressed by Berenice, another of the young women interviewed:

Almost daily they are seen in the breaks, and even during the classes, pushes, blows with objects, besides verbal aggressions (Ent 02/ 08/05/2015/As).

The young woman says that relationships also go beyond physical damage. For her, young people are also emotionally hurt and often decide to stay out because they do not know how to deal with the problem. When she is hurt and hurt or when she feels little valued by her companions, Berenice tends to consider herself as "shy and introverted". That is, the idea of

feeling attacked and not knowing how to respond makes the young person feel discomfort, sadness and impotence. This should not be ignored.

Berenice points out:

There are bullying problems at school, for example, there are third-degree classmates who assault the first class, telling them words that offend them, and also pushing them, with not very strong blows, but who attack and annoy in some way. When teachers realize these kinds of situations, they take measures such as suspending or expelling them, depending on the type of aggression (Ent 02/08/05/2015 / As).

The statistics indicate that in the school environment this type of aggression is an increasing problem, both in the number of cases and in the levels of violence.

Berenice also points out:

At school, some of my classmates tell me how to be rude and push me, but I have not told anyone for fear of teachers' reaction, that they will not believe me or stop me (Ent 02/08/05/2015 / As).

When young people do not feel confident communicating what happens to them, they tend to minimize or justify their response, which can lead to greater problems over time. Stories like the one of Berenice demonstrate the lack of communication that exists between the students and the school authorities.

Often the school is a barrier to peer interaction and educational inclusion. The school is an institution in crisis and for many an unfriendly space, linked more to closure than to study and where young people feel alone.

Frequently, the rules, their compliance and the sanctions are not congruent. Teens are not heard and they have problems with teachers. For example, young people find them ineffective and incapable and have little confidence in them, despite the fact that they are surrounded by violence and insecurity (Lucas and Flores, 2009).

Within this framework emerge the expectations built by the young people with respect to their studies of secondary, where also they are formed academically. The social interactions that they develop from their adolescence, the self-perceptions that are constructed and the

diverse senses that they acquire from the secondary school, show us a complex and sometimes contradictory relation with respect to the educational institutions. This is a scenario that speaks of the processes of rupture and emancipation that produce tensions and social conflicts in which adolescents participate.

Sofia says:

The world of school is complicated now in high school, because there are complicated subjects and the way teachers teach also makes me push. But breaks and when there are no classes is a time that I enjoy to share and live with my classmates and friends (Ent 12/12/02/2016/As).

Berenice manifests discomfort in her relationships in the school environment:

I feel less because of some treatment I receive from some teachers (Ent 06/15/11/2015 / As).

She attributes her lack of confidence to the fact that she does not have the same economic status as several of her colleagues, which causes her nervousness about not knowing how to act in certain circumstances:

I do not feel safe talking to the teachers and telling them why they make those differences with the money mates (Ent 06/15/11/2015 / As).

Hugo, another of the young focal points, says:

The world I experience in school is a lot of work and pressure, there are teachers who are scolds, but I try to fit in with them. When it's time for exams I worry because I find it hard to learn and understand things from almost every subject. My life at school is complicated by the tasks and exams we do. Trust is something I would like to have in teachers. Study by obligation, sometimes it is very boring to be in classes, I do not understand many things but something I learn. The school is difficult and stressful, my grades distress me, so I will not continue studying and I will look for a job (Ent 10/13/02/2016 / As).

Chris, the fourth young man, tells of his experience:

The school I live in the best way, I try to meet all those who are part of it. Relationships in school are good and bad because sometimes we do not obey and do not want to study or do homework; There are good teachers, but most just want us to comply with what they ask. I study because I want a career, but sometimes I do not like doing homework, it makes me lazy (Ent 09/19/02/2016 / As).

In Schütz's (1974) proposal, "the simpler interaction of life presupposes a series of constructions of common sense ... all based on the idealization that the motives" for "the young will become motives" Because "of its associate and vice versa.

As can be seen in the narratives of the young people, there are diverse perceptions about the school context, derived from their biographical situation. In addition, from their perspective they attribute meaning to the interactions they establish with others. In this way, the school is not always a negative space or a place that favors the development of the young person.

Today, despite the fact that young people establish interpersonal relationships through social networks, the family continues to be the focal point in their lives by offering concrete experiences of development that influence the interactions of adolescents in other contexts, for example , The school or a wider community (Musitu et al., 2001).

The family environment is an important condition in the lives of these four young people. In this respect, it is recognized that a positive family environment, characterized by open communication, presence of affection and support between parents and children, is one of the most important guarantors of psychosocial well-being in adolescence (Musitu and García, 2004). On the other hand, a negative family environment with frequent conflicts and tensions hinders the good development of children and increases the probability of problems of discipline and behavior (Dekovic, Wissink y Meijer, 2004).

In this regard, Sofia says:

My life has not been easy, as I have been through several problems, one of the most important was that my parents told me that they would be separated by several problems they had and that they could not continue together, which was the best thing for me, my Brother and a half brother (Ent 05/ 14/11/2015/As).

For its part, Berenice points out:

Many times I feel bad because when my dad is with us he does not ask me how I'm going to school, nor does he ask me if I need something. I do not understand why he does not seek a conversation with me or my sisters and brother (Ent 06/ 15/11/2015/As).

Hugo expresses that when he lived his papa reprimanded him frequently, reason why never maintained a good relation. In addition, he refers not to having had a talk with his father, which causes him great sadness because he feels that he never received affection or attention from him. The young man remembers that most of the time his father arrived drunk, and when he was at home he locked himself in his room and the words that he directed were to scold him or to go something for the store.

Since Chris was born, his mother tells him, his father rejected him, he shouted at him and offended him by saying that he was a "fagot", that he went away with his mother to scream.

In the life stories of the four young people there is something in common: little or no communication with the members of their family. The causes of this situation are diverse, for example, the lack of confidence, as indicated by Sofia. For Hugo, his physical appearance represents a barrier that prevents him from accepting, which gives him constant depression and lack of ability, as he says, to communicate with other people. For Chris, the home changes and the relationships that his father has had with different women, provoke in him conflicts that have generated aggressiveness in him. Finally, Berenice usually does not comment on the difficult situations she has lived, which has made her a quiet introverted young woman.

All this makes the family context key during childhood and adolescence for learning social and cultural elements. In youths whose context has been hostile, behaviors of isolation, indifference, aggression or anger are common, which are usually a way of asking for support. What young people experience in their daily lives creates their specific and particular reality, as Schütz points out. By this pattern demand attention and not receive it could manifest a tendency to suicide.

This helps to understand that social action through the social relationships that young people establish in different contexts (where different patterns are shown in their lives, such

as adaptation to their social environment), promote different forms of knowledge, which are reflected in their way of acting and depend on the complexity of each scenario.

Suicidal behavior is determined by a large number of causes, such as poverty, loss of loved ones, rupture of family relationships or their causes, as seen in the comments of Sofia and Berenice: child abuse, social isolation, loneliness, that is, factors related to suicide or suicidal behavior.

Social networks are forms of social interaction, that is, they are a dynamic exchange between people, groups and institutions in contexts of complexity; An open system and permanent construction that involves groups that are identified because they have the same needs and problems and are organized to enhance their resources (Zamora, 2006). The irruption of Information and Communication Technologies in the social daily life of young people form new forms of interaction that transform the relationships between peers, and alert the parents and teachers to the possible misuse they are given. If young people use technology tools efficiently they can see their world with new eyes and thus access new communicative codes, but they can also make interactions between young people and adults more difficult, turning them into confrontations. Most teachers and parents feel that young people lose their time by staying in constant contact with the electronic media.

Young people today relate in different ways. They are developed in a world established by and around digital technologies, different processes and distant from adults.

Among young people, new ways of communicating have changed radically and, therefore, have their own appreciations in this respect:

Berenice:

Social networks have come to replace the person - person contact; They have advantages such as the speed with which you get news and communications, but also the disadvantage that because of the lack of the person - person encounter, you have the courage to say things that hurt you and that you do not dare say (Ent 11 / 20/02/2016 / As).

Although young people spend much of their time using computers, video games, digital music players, cell phones, and other technologies, they perceive advantages and disadvantages that affect their encounter with others, that is, on the one hand, they value the

speed Which is achieved through these means, but on the other they know that physical contact between people is lost. Berenice also points out:

It's good to know things from family or friends through social networks, but I often see in public places that people waste valuable time because they're busy on their computers and cell phones. (Ent 11/20/02).

The opinion of Sofia is:

I like to share music with my friends, it's part of my life ... the computer and the cell phone are part of me (Ent 12/12/02/2016 / As).

The ways of communicating among young people have changed radically, now they communicate through social networks. From this approach the pressure of their peers to participate in virtual social networks is important and decisive. The desire not to be excluded by certain groups is a concern. Berenice points out:

If we do not use these social networks we can be excluded from some groups of friends and colleagues. For not getting into the technology, we can say is a topical issue (Ent 11/20/02/2016 / As).

Young people seek to be accepted and taken into account by the groups that interest them. Unfortunately, young people prefer not to do homework or talk with their family because they feel insecure in expressing what they feel or because they do not have enough confidence. They call attention to relate to friends because they are not heard by their family. Berenice again expresses:

Another activity I like to do on my cell phone, for example, is to spend time in games. I like them for entertaining or because I do not have anyone to talk to, but I rarely do it because having access to the internet is expensive (Ent 11/20/02/2016 / As).

Of course, this technology influences socialization; For example, for the shy kids who do not find it easy to make friends, this digital platform is a great support. However, this type of electronic activity can also lead to a lack of dialogue in the family. In order not to be disturbed or to entertain their children, some parents buy a cell phone, a tablet or video games, as expressed Berenice:

I do not understand the parents when I hear that they complain that the young people spend so much time with these devices, because I have seen that guys or acquaintances buy these items so as not to be disturbed by their children and they spend a lot of time with their cell phones (Ent 11/ 20/02/2016/As).

Adds:

Since I use the technology I feel that communication is a means and way of speaking, to know and to dialogue very quickly with the people who interest me and whom I want (Ent 11/20/02/2016/As).

For its part, Sofia agrees with the above:

What I like about social networks is that by this means I can communicate with my friends and family, what I dislike is that some people do not give them an adequate use and that is why they give bad experiences, because they can think different from Those who make some comments, which causes problems or dislikes (Ent 12/12 /02/2016/As).

Further notes:

I participate in social networks and yes they are good because we have great benefits and they communicate us (Ent 12/12/02/2016/As).

Berenice and Sofia appreciate the advantages of the proper use of social networks. Young adolescents consider these to influence their lives, in areas such as family relationships and friendships, however, care must be taken in writing what you want to convey. Berenice notes:

When someone thinks different to me and manifests it through some social networks I try to talk it out and resolve the conflict in person (Ent 11/20/02/2016 / As).

That is, when differences arise when communicating through social networks, it is important to clarify what was wanted to communicate. To avoid a bigger problem, the person-to-person encounter will be ideal when possible, as Berenice says:

A disadvantage of new ways of communicating through social networks is that they say things that people do not usually do. How to write expressions that hurt the person, without

running the risk of receiving an aggression or immediate response (Ent 11/20/02/2016 / As).

Sofia refers to:

It is good that technology gives us advances and ways of communicating, but as we move forward it also affects us because there are new ways and means to hurt each other because there is no physical encounter (Ent 12/12/02/2016 / As).

Today, young people suggest to Facebook as the main informant of their relationships, to the point that through this means you can start or end a friendship or a courtship, regardless of the damage this causes to third parties, since Anyone can give their opinion on a personal matter. Young people prefer to end up on Facebook affective bonds, for example, friendships or love relationships because it gives them security by not having a face-to-face encounter, either out of fear or irresponsibility by not thinking about the consequences.

Berenice also expresses:

Facebook is a way to know more about others, to start or end relationships that you do not like. I have cousins who end up with your boyfriend or girlfriends through the networks (Ent 11/20/02/2016 / As).

One of the most frequent activities carried out by young teenagers in these networks (as they are external) is the exhibition of photos or comments of certain events such as parties and meetings with friends and acquaintances. By interacting in these networks they greet each other, comment on their photos, and so on. In this regard, Sofia comments:

I use the computer and the truth of Facebook, because I learn things from my friends, I like to see and share photos through it (Ent 12/12/02/02/As).

Although in today's society young people have access to technological devices, there is opposition to its misuse because it can generate exclusion, inequality, oppression and hostility.

Discussion

The present article has as center of interest four students of secondary education, from its condition of adolescents and its processes of identity construction. It also considers the role of schools in these processes, whose theme focuses on knowing and identifying the traits of suicidal behavior in students identified by suicide specialists. In addition, various situations have been identified that lead to the subjection of students with suicidal behavior to scenarios that are increasingly at risk and that violate their integrity. The presence of these elements and traits occurred in both men and women whose age range was between 14 and 15 years.

Likewise, factors of interest, alert to prevention and care in the four young adolescents were observed: depression, low self-esteem, isolation, lack of communication with their relatives and desires to not want to live. In addition, students said that the school is a space where they experience pressure, stress and lack of interest on the part of teachers towards their personal needs and interests. They give an account of the other researches consulted, which talk about the role played by affinities identified in those who attend secondary education (adolescents 12 to 14 years of age). However, Bourdieu (1990, p. 165) and other authors (SIJ-UNAM, 2012) warn that the relationship between biological age and social age is complex, since it implies not only taking into account psychobiological changes, but also the different social conditions, that is to say, participation in the labor market, the available time, the family responsibilities of the young people and the adolescents of the same age (biological) who are students.

With this, it is possible to visualize that a main axis of the problem of the suicide locates in the center to the adolescent. In this line, the way in which the teenager perceives his social world and acts in it is questioned, questioning how the young person responds when he feels intimidated, when the subject, the form and the activities to be developed are related to his concerns, to its daily coexistence and its effects. It is common for students not to dare to express their emotions, generating a subjective discomfort that ends up reflected in an objective framework. Therefore, the teaching of the expression of emotions as a method of well-being has been considered as a possibility (Salavera, Puyuelo and Orejudo, 2008), surpassing a mere correction of emotions in the student. In another perspective, the

production of low self-esteem, constant depressions, feelings of insecurity and dejection (cited by Cerna, 2011) stands out as a product of the relationships that adolescents establish with their social world.

Finally, in order to analyze the subjects in their condition as young people with suicidal ideations, the central question was: how do the communicative interactions that young adolescents with suicidal ideations establish in their social context? In the context of this questioning, the meanings and perceptions in which the communicative interactions are identified as the focus of attention were identified and sought to be framed as a new way of analyzing the complexity of suicidal ideation in young adolescents, given the The current social context they live in, where uncertainty, fragile emotional bonds and vulnerability are present in their daily lives.

CONCLUSIONS

The panorama of the present study calls for an understanding of the conditions of young adolescents to interact in school, family and through virtual interactions, in order to identify and attend in a timely manner the traits of suicidal behavior in young adolescents of education high school; Likewise, situations that make them vulnerable and rarely expressed. It is important to emphasize that the symptoms of suicidal behavior occurring in the lives of the four young participants are trends that reveal the way in which they establish relationships within the family, at school and with their friendships, which can be observed in their Narratives and interviews, where scenarios of conflict, insecurity and lack of acceptance predominate. This reality demands the reflection of parents and teachers, in order to foster a permanent dialogue that allows the timely detection and, consequently, an action in favor of the full and harmonious development of adolescents.

It is significant to state that a single motive does not usually trigger a suicidal act, but the person shows a series of signs and indications within his behavior that generates certain tendencies, which result in changes in his way of acting and relating . Another important aspect is the family environment, since it is a relevant condition in the life of young adolescents. Regarding the school context, factors that may influence adolescent psychological adjustment and, therefore, self-concept have been identified, such as: school

failure, negative expectations of academic success such as low academic / school self-esteem, or Interpersonal problems with peers in terms of victimization or social isolation.

In this sense, it is perceived that adolescents with low school self-esteem present more depressive symptomatology and psychological stress, which can be explained by the high degree of centrality that this dimension of self-esteem has in the adolescents' schooling life. The psychological adjustment of the adolescents has also been associated with the problems of social relation with the classmates in the school. González (1997) cites that the school possesses means, procedures and methods to maintain order and discipline, which are applied to those who violate the rules that govern school behavior. It is also possible to visualize the existence of other factors that affect behavior, such as little or no family communication, inconsistency in rules, inadequate affective relationships and unclear limits. All of this puts at risk the process of adolescent training and the interpretation of what a positive interaction means.

The problem of suicide and violence towards themselves is a shadow that accompanies this phenomenon. For this reason, the attention of this social problem requires the intervention of parents and teachers, as we remember that in their narratives the adolescents express that they would like teachers to listen to them beyond the academic aspect. Finding a person to trust is an important and important component among young people, because through the friendship and bonding that arise with their peers they learn to externalize their emotions, share feelings and situations that are of interest to them mutual. Therefore, it is normal that at this age young people manifest uncertainties and are not very clear what they want.

Both the school and the family play an important role in the education and training of young people. For this reason, neither the school nor the family can play this role in isolation. As expressed by Bolívar (2006), the school is not the only educational context, but the family and the media play an important role. Therefore, the school alone can not meet the training needs of the students, but the organization of the education system must be assisted by parents as primary agents.

Social action represents an active response to structurally defined situations, which in turn has negative consequences. The meanings and meanings that the young people themselves give to their social practices were analyzed, which constitute a central dimension to

understand educational processes, but without ignoring that they are biographically conditioned and constructed within a specific context. The subjectivity as a theoretical reference was very useful to place a look at the young adolescents who live their situation in the secondary school, and thus to identify how their conformation is not only possible in the sphere of pedagogical relations, but also in the reality out of school. However, the life stories of the four young people (which evidence a reality) contrast with what the school established. The account of the precarious communicative interactions established by the young adolescents in the family, school and friends contexts opened a reading of the information collected in this investigation. The expressions and opinions of the four young teenagers state what somehow the majority of youth interests and worries.

The present investigation revealed the general panorama of the conflicts to which the young adolescents are exposed who attend the secondary, that is to say, it was delimited in the field of the phenomenological sociology. There he focused on the communicative interactions that trigger a series of circumstances that affect young adolescents in their interaction with others. A precarious communicative interaction affects any subject, so it is not difficult to anticipate unfavorable effects on adolescents, who are left homeless due to the fragility of their social bond. Precarious communicative interactions make subjects vulnerable, whose internal ties weaken and make fragile the encounter with the other, a condition that generates social fracture (Efrón, Korinfeld, 1996).

The thesis of the present investigation was that: young adolescents mean the communicative interactions that they establish in their social world from common sense, about themselves and about the others with which they interact. The experience of their social interactions has been the subject of little study; Investigations related to suicide and suicidal ideations have been studied from a psychological dimension that basically considers the individual and establishes causal relationships with various factors, while suicide investigations from a sociological perspective run on the influence of different social and, While taking into account family and school contexts, continue to appear as causal factors.

The closeness with people outside the youths shows the circumstances and experiences they go through. In this process it is possible to identify the meanings and perceptions regarding the communicative interactions that they establish with others, in which problems, concerns and expectations are recognized in the four young people of the study. They show behaviors that are often not the most adequate, however, they expressed the desire to change some harmful aspects in their family, school and personal context, although they do not know how to do it. When the bridge of communication opens, they demand support in academic, personal and family matters, such as improving communication and relationships with parents, teachers and peers. The perceptions of precarious communicative interactions are the product of a series of experiences acquired over the years in their different relationships with people in their family and school environment. Each of them provides elements that help them fulfill their role as children, students or friends.

Communicative interactions are characterized by perceptions of rejection, indifference, conflicts or aggressions, in which they are sometimes unable to decide or act. These circumstances generate in them anger, rejection, reproaches, resentment, which implies the possibility of falling into situations of risk because they lack a sense of belonging. The consequence is the break in communication with others and fragile emotional bonds. The conflicts they face cause violence to arise in their interactions.

Bibliography

- Águila, Alejandro (2014). Conductas autodestructivas. Instituto Hispanoamericano de Suicidiología A. C. (INHISAC).
- Blúmer, H. (1982). El Interaccionismo simbólico, perspectiva y método, Barcelona Hora D.L.
- Bolívar, A. Moreno, J. M. (2006). Between transaction and transformation: The role of school principals as education leaders in Spain, en *Journal of Educational Change*.
- Bourdieu, Pierre (1990). “La juventud no es más que una palabra”, en *Sociología y Cultura*, Grijalbo, México.
- Desiderio de Paz, Abril (2004). Prácticas escolares y socialización la escuela como comunidad. Facultad de Ciencias Políticas y Sociología de Barcelona. Estudio etnográfico sobre la naturaleza diversa de las prácticas escolares en una escuela y su desigual influencia en la socialización escolar.
- Durkheim, E. (1982). El suicidio. Madrid, Akal.
- Efrón, R. y Korinfeld, D. (1996). Acerca de la problemática del suicidio de adolescentes y jóvenes. Un enfoque para su abordaje desde el campo de la educación. En Kornternik, I. (comp.), *Adolescencia. Pobreza, educación y trabajo*, Buenos Aires, Losada y Unicef.
- Grijalva, Olga (2009). “La importancia de las apariencias de los grupos de jóvenes” Memoria del X Congreso Nacional de Investigación Educativa/ área 17: Convivencia, Disciplina y Violencia en las escuelas.
- Hollander (1982). Principios y métodos de psicología social, Amorrortu Editores.
- Ley General de Educación del Estado de México (2011). Última reforma publicada DOF 11-09-2013.
- Ochoa Azucena, Evelyn Diez (2011). “Percepción de los alumnos de primaria y secundaria acerca de la convivencia en el ámbito escolar: sus implicaciones en algunos problemas de violencia”. XI Congreso Nacional de Investigación Educativa / 17.

Convivencia, Disciplina y Violencia en las Escuelas / Ponencia. Facultad de Psicología, Universidad Autónoma de Querétaro.

Reyes Juárez, Alejandro (2006). *Adolescencias entre muros. La escuela secundaria como espacio de Construcción de identidades juveniles*. México, D.F.

Rodríguez, Carlos (1998). *Emoción y cognición. James, más de cien años después* Carlos Rodríguez Sutil. Universidad Complutense de Madrid. Universitat de Barcelona. Anuario de Psicología 1998, vol. 29, no 3,3-23 O 1998, Facultat de Psicologia Universitat de Barcelona.

Luis Miguel Sánchez-Loyo, Teresita Morfín López, Javier Eduardo García de Alba García, Roque Quintanilla Montoya, Rosalía Hernández Millán, Edith Contreras Preciado & José Ignacio Cruz Gaitán Sánchez (2014). *Intento de Suicidio en Adolescentes Mexicanos: Perspectiva desde el Consenso Cultural*. Universidad de Guadalajara. Instituto Tecnológico de Estudios Superiores de Occidente. Acta de investigación psicológica, vol.4 no.1, México.

Sandoval, E. (2000). *Estudiantes y cultura escolar en la secundaria*. En Medina, G. (Comp.) *Aproximaciones a la diversidad juvenil*. El Colegio de México, México. Santos Del Real, A. y Carvajal.

Schütz (1995). *El sentido común y la interpretación científica de la acción humana. El problema de la realidad social*. Martinus Nijhoff, la Haya, Holanda, 1962, Amorrortu editores S. A. Paraguay, segunda edición.

Taylor, S. J., Bodgan R. (1987). *Introducción a los métodos cualitativos de investigación*. Barcelona España. Ed. Paidós, SAICF.