
Showing a Path

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The growing impact of the audiovisual world on cultural access systems makes it urgent to incorporate a subject of audiovisual appreciation in the general education program in Cuba, particularly in primary school. Although cultural and educational institutions are already working on the design of this project, it's compulsory to implement it as soon as possible, as the proliferation of visual content on digital platforms has drastically changed the way children approach knowledge and entertainment.

Human intelligence grows obsolete

New technologies have consolidated a trend where images and videos are imposed as privileged means of information and communication, often displacing traditional reading and other forms of cultural consumption. This poses a challenge for educational training, which cannot ignore this reality, but rather take advantage of it to provide children with tools that allow them to better understand audiovisual language, its codes, and its social and cultural implications.

However, it's essential that this teaching does not lead to an overvaluation of audiovisuals as the only channel of access to culture. They should be embraced as part of the cultural system, complementing other artistic expressions like literature, theater, and music. The challenge lies in offering a comprehensive education that values each cultural expression in its own height, without some disciplines pushing others.

Audiovisual education in elementary school must prioritize the development of a critical aptitude in children. In an environment prevalent with trivial content lacking ethical or aesthetic values, it's essential that students learn to discern between valuable proposals and those limited to empty spectacularity. This will only be possible if teachers are adequately trained to guide their students in constructing reflective thinking in the face of images.

Furthermore, it's essential that this teaching be based on clear cultural hierarchies. The aim is not to censor content, but rather to offer students solid references that allow them to understand the richness of audiovisual art in its multiple forms. Only like this will children develop a taste that combines curiosity with selective judgment, without

becoming trapped in the superficiality of ephemeral trends.

The implementation of an audiovisual appreciation course in primary education in Cuba would be a decisive step in preparing new generations for the critical interpretation of an increasingly visual cultural environment. Providing children with tools to decode audiovisual media will contribute not only to their cultural development but also to their becoming more aware citizens, capable of interacting with the world around them.

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