

The methodological plurality and its processes of the construction of Communication: from Quality to Quantity

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Abstract:

Background: The study object in the current investigation is to analyze the communication and information for the prevention of HIV/AIDS and its incorporation to improve youth's life quality starting by identify under the contextual elements in which these interact and how they influence over their life quality; that way the relationship between its cultural practices and the identification of the social representations that they have over sexuality and the sexual transmitted diseases like HIV/AIDS.

Materials and Methods: This research is methodologically based on a mixed approach, starting from carrying out the analysis of the interaction from the qualitative method with categories to posterior, through the discussion groups as a research technique and moving from the qualitative to the quantitative designing a survey with categories and variables priori. The result of the application of both techniques, allow to obtain precise results on the object of study. The application of quantitative techniques is done after the qualitative methodology.

Results: The health of each and every person depends on what they can do for themselves at a individual level, but also it depends in the support that is found in their close personal relationships, of the social and communicative interactions they have, also of the accessible services in the community, from state politics. By all this, communication from the interaction and the social representations of the youngsters about sexuality and HIV/AIDS are fundamentals for the implementation of institutional programs of improvement for social health and for thus crucial to achieve the sustained and sustainable development in the community's health.

Conclusion: It is important to present in an explicit manner the theoretic, methodological reasons and underlying practices to the selection of a determined focus of knowledge of the social. This proposal, utilizing a methodological plurality, develops and analyses in an objective manner the categories of theoretical analysis.

Key Word: Communication; Qualitative Methodology; Discussion Groups; Quantitative Methodology; Investigation Techniques

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I. Introduction

The social reality is complex, multivariate and difficult to comprehend. Therefore its study and analysis cannot be simple nor be done only through one methodology or scientific perspective. Covering the methodology role in sociology and even more in communication, like it or not, taking place of the scientific method, and this means getting into specific method (Beltran in Garcia Ferrando; 1996: 19). In this context, the social sciences possess own subjectivity and reflexivity because they are part of relative qualities of the individuals of the social convergence. That implicates as Beltran (1996) would say affirm a pluralistic epistemology that responds to its complexity, to the variety of its phases. And that cognitive pluralism cannot convert a method, only one method, or no method designed for the study of the physic-natural reality. This cognitive pluralism of the social sciences, corresponds to a methodological pluralism that diversifies the ways of approximation, discoveries and justification of the approximation of social reality. And this approximation method is talk about the method, it is sharing experience of the explored; "Every experience of the human knowledge is an exercise of perception. The path of that experience is the method; the reflection about the path, the methodology" (Galindo; 1998:26). Bourdieu (1976) points out three necessary procedures for scientific domination of the social facts: a conquest against the illusion of immediate knowledge (epistemological), a theoretician construction (methodological) and empiric proof (technological). In the social sciences, the requirement articulates immediately with the ideology. The function of the ideology consists in making the

necessities of society desirable by the individuals, therefore they have to produce a representation that fills all the gaps and explain the contradictions. (Ibáñez in Garcia Ferrando; 1996: 51)

II. Material And Methods

The study object in the current investigation is to analyze the communication and information for the prevention of HIV/AIDS and its incorporation to improve youth's life quality starting by identify under the contextual elements in which these interact and how they influence over their life quality; that way the relationship between its cultural practices and the identification of the social representations that they have over sexuality and the sexual transmitted diseases like HIV/AIDS. It is about knowing from the beginning of sociocultural practices that can generate coherent communication in health programs, with the expectations and needs of youth and the social representation of this about sexuality. Also identify the processes of interaction in relation to a sociocultural context and health and relate them with communication, and identify the relation that keeps communication for health with indicators for the sustainable development.

Study Design: This research is methodologically based on a mixed approach, starting from carrying out the analysis of the interaction from the qualitative method with categories to posterior, through the discussion groups as a research technique and moving from the qualitative to the quantitative designing a survey with categories and variables priori. The result of the application of both techniques, allow to obtain precise results on the object of study.

Study Location: The considered universe to preform this qualitative study was the city of Puebla, Mexico viewing the transcendence of the epidemic in this state, also the numbers lead to the study of social representation and cultural practices that youngsters have about HIV/AIDS and sexuality to obtain establishment the universe was consider the enrollment of school as the basis of potential data for the recruitment of this part of the population, human beings in full reproduction stage. The selection of zones to guarantee the inclusion of all the elements were determined from existent cadastral studies in the city, this way urban and suburban groups were located.

Sample size: 600 students.

Sample size calculation: To acknowledge the size of the sample, it is investigated the enrollment of the students that are signed up in medium level of superior education in the Town of Puebla. According to the size of the universe, the estimated sample is calculated with the following formula (Dawson-Saunders, 1996) (Martin, 1993): (N) Population = 56,743 students; (X) Median = 17 years old; (S) Standard deviation = + 2 years; (NC) Level of trust = 95%; (D) Error margin = .16%; (α) Level of significance = 0.05. "Z", its based in a level of trust of 95% and it was calculated with an error of 16%, giving as total 593.97 students taken 600 surveyed as a final sample.

Subjects & selection method: The study population was drawn from males of 12-19 years of age, alphabets of education to middle school and junior high.

Inclusion criteria: The selection of the actors is disposed between 5, 7 and 9 elements (criteriums: uneven number pairs in similitude, homogenous, without knowing each other before). The contact is made possible through social networking of the participants, the invitation is direct and the sense and use of the group is informed. Various groups are formed, in which the following criteriums are considered:

1. Males between 12 and 15 years of age that study in selected urban middle schools in Puebla City.
2. Males between 15 and 18 years of age that study in one of the selected urban high school in Puebla City.
3. Males between 12 and 15 years of age that study in one of the selected suburban middle school from Puebla city
4. Males between 15 and 18 years of age that study in one of the selected suburban high school in Puebla City.

Procedure methodology

In first instance a pilot group is performed with the goal of putting to test the operation and effectiveness of a series of required elements to understand the operative process of the investigation technique, within these elements can be found: the systematic field, the organizing systematic field, the categories of analysis or global topics constructed priori, the detonators, the social links and the generated speech by the group through its process of interaction. Through the pilot exercise the investigator can notice if a interactive relation is established between the participants, of how each member responds to the detonators showing a collective participation and a certain time as reference the speech of the other to continue the conversation or generating interrogatories between them (like a way to make precise with clarity of the meaning of the individually enunciated speech). (Chávez, 2004, 149, 150)

The themes for each group are constructed according to the intervention of each participant, nevertheless the preceptor or moderator is who dominate over the group, designs the space and limits the time using detonators for the following semantic fields.

Semantic Fields

1. Condition of the youngsters with quality of life
 - a) Life condition of youngsters.
 - b) Youngster’s life satisfaction.
2. Social Representation of the youngsters in front of HIV/AIDS.
 - a) Knowledge about the illness.
 - b) HIV/AIDS and everyday life of the adolescent.
 - c) Myths, system of beliefs of youngsters towards HIV/AIDS.
3. Symbolic interactionism of the youngsters.
 - a) Youngsters comprehension before symbols and significations in its social praxis.
 - b) Assimilation in its individuality.
 - c) Accommodation of the adolescent’s own with the external.
 - d) Social act of the youngster about their space, significations and symbols.
 - e) Interior conversation of the youngster (I, my, other).
4. Cultural practices and Communication.
 - a) The sociocultural conditions as builders of the Culture of health.
 - b) Identification of content of what the youngsters are exposed to.
 - c) Medias interconnection.
 - d) Contents: Health, HIV, sexuality in everyday life.
 - e) Health thematic.
 - f) Credibility of media sources and engagement with other sources.

Detonators

- We are going to talk about how the youngsters live.
- Activities in the youngsters’ everyday life.
- The sexuality of the youngsters.
- Health and sexual transmitted diseases.
- The relation of the youngsters with HIV/AIDS.
- The people who have acquired HIV.
- Information that circulates around topics like HIV/AIDS and sexual health.

Technique of information analysis.

The technique of analysis of information of the discussion groups is developed under the proposal of Gilberto Giménez,(1981) who affirms “whichever form of linguistic activity considered in a situation of communication, meaning, in a determined circumstance of place and time in which a determined subject of enunciation (I, us) organizes its language in function of a determined recipient (You/you). This speech is constructed by certain number of positions respecting to knowledge and to factual, about what these groups have about HIV/AIDS and its surroundings, through arguments.

It was taken as base a matrix of analysis (Chart 1), through Excel. To get the information captured in video and audio (transcripts) in which its primarily necessary to determine the characteristics of the groups that were recruited one to one; this is, city, determined definition within the characteristics of the group; the number of participants, minimum to require in methodological terms the validity of the qualitative investigation technique: the groups of discussion, gender, age, associated with the socioeconomic level, almost definable by the type of characteristics of the place that the groups are located and therefore the type of schooling.

Chart No. 1 Information captured from discussion group

ARGUMENTATIVE ANALYSIS MATRIX						
		DISCUSSION GROUP: Loreto Group		City: Puebla	No. Of Participants: 5	Gender: MALE
		AGE: 17 -18		SOCIOECONOMICAL LEVEL: MEDIUM - LOW		Schooling: High School
No Of paragraphs	DETONATOR	ACTOR	DISCURSIVE OBJECT	OBJECTS AND PREDICATES	TOPICS	ARGUMENTS
1	Spare Time	A1	Interaction	eh. I dedicate myself to go out with my friends, to dance, to fool around, and maybe in a while I'll go to shoot some hoops, play with my friends.	Oral and physical interaction with friends	Interacts with four networks:its group, its friends, its girlfriend, videogames and with electric in general.
2		A4	Interaction	Um, well in my spare time I practice with my group, eh, or I go out with my friends to fool around.	Physical interaction with its group and with friends.	
3		A3	Interaction	Oh, I regularly more or less come to Loreto to play some arcades.	Technological interaction	
3			Interaction	Well, what after, I don't know, I go out with my friends to see what where we go or if not, well with my girlfriend, well yeah, is more or less what I always do almost everyday.	Affective interaction with the girlfriend	
4	A2	Interaction	And I regularly, um, well, I also go out with my hommies, I go to see my... go to play soccer or ... I read for a while... whatever.	Oral and physical interaction with friends and with books		

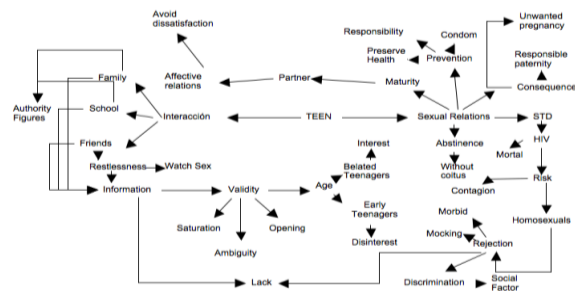
The components of the matrix of analysis are in order of development: number of paragraph, actor, objects and predicates, detonating topics an arguments. After this operation the methodological proposal of Ma. Guadalupe Chávez Méndez is rescued, which works over a discursive textually in natural language through the argumentative analysis “by this way schemes are constructed of logical representations of what it is thought and is said in concrete situations of enunciation.” (Chávez, 2004: 171). “The construction of a linear scheme (Chart 2) or map of representation, is ideal to establish links and/or relations between more significant objects, this way an implication between objects and predicates is established, that later will be represented in a logic scheme: :multi- articulated scheme”, which finally represents a synthesis of what was expressed in the group. (Chávez, 2004: 172).

Chart No. 2 Lineal Scheme

LORETO GROUP		
GRAMMATIC OF ARGUMENTS	LINEAL SCHEME	
1. SPARE TIME	1. SPARE TIME	
Interaction with four networks: its group, its friends, its girlfriend, video games and with general lectures.	Interaction with four networks: its group, its friends, its girlfriend, video games and with general lectures.	Spare time is spent with the partner, the friends, in video games and in lecture of diverse genres.

The transcript of the discussion groups, allows a first moment of phase of argumentative analysis and separate the colloquial speech of each one of the participant groups, in phases through the software package Word, same which was imported to the Excel package, that first is synthesized all the speech of the discussion group; second, the detonators are located, vectors of the generated information. Third, by phrases are located the *objects and predicates* of speech from each of the discussion groups through which the *discursive objects* and the *topics* of the generated speech were identified, constructing these on turn the *arguments* that give origin to the *linear schemes* (Chart 2) and *multi-articulated*. On the other hand, the linear schemes give the time to the detection of indicators for the design of the variable that would have cavity in the positivist technique: survey. Here are exposed the ideological maps corresponding to a discussion group, the discursive elements can be visualized with greater ease, achieving to detect similitudes between beliefs and social representations of the youngsters of Puebla and facilitate the design of the instrument for the technic survey.

Multi-articulated Scheme: General



Source: Self-elaborated

Design of survey: From Qualitative to Quantitative

Each discussion group presents a different speech, although the topics are the same, the representation of the adolescents ran and resembled in each moment, its presented part of the argumentative analysis and the form of how the argument is constructed from the discursive object, from which the constructs of the survey are derived. (Chart No. 3).

DISCURSIVE OBJECT	ARGUMENTS GRAMMATICAL	ARGUEMENTS
1. SPARE TIME	Interaction with four networks: <ul style="list-style-type: none"> • Its group • Its friends • Its girlfriend • Videogames • With general lectures 	Spare time that is spent with the partner, friends, in videogames and lectures of different genres.
2. SEXUAL RELATION	The first sexual relationship is initiated by the woman at early age with a permanent and stable relationship.	Sexual relationships are presented when there is a physical attraction, in some occasions initiated by the woman who considers adequate to have sex in a stable relationship.
	Sexual relationship start from the physical attraction.	
Source: Self Elaborated		

Chart 3. Loreto Group

Qualitative categories to posteriori

Through the Matrix, the information becomes more susceptible to manage, the objectives of technique, the necessities of knowledge are located and proceeds to the redaction of questions that give answer of such necessities and to the achievement of the stated objectives. (Chart No. 4).

Chart 4. Identification of objectives of the technique

Study Object	Indicators	Development	Question
1. Identify cultural practices of the youngsters			
Spare time	Time spend in their activities	Spare time of the teenagers, important to meet their practices and the type of interaction that have with their environment.	How much time a day do you spend on your recreational activities: 1,2,3 hours.
Places of interaction	Frequency with which they assist to malls, bars, parks, etc.	Is important to know the frequency which with they visit the places where they spend their spare time.	With which frequency do you attend parks, malls, clubs or bars: 1,2,3, times a week.
Partner interaction	Time spend with partner	To know the time that they spend with the partner is necessary to approximate the result that we search considering its practices.	How much time do you spend with you girlfriend everyday:

Also as well the categories and variables develop from the semantic fields and from the topics, with the goal to have another instrument of the much more completed questionnaire. (Chart No. 5).

Chart 5. Identification of categories and variables starting from semantic fields

SEMANTIC FIELDS	TOPICS	CATEGORIES	VARIABLES	OPERATIVE INDICATORS	QUESTIONS
1. Condition of the youngsters with life quality	a) Conditions of life of the youngsters	1. How youngsters live	Daily Activities	Study, help at home, work, do nothing	Which do you consider to be your most important daily activities?
				Yes, No	Do you work?
			Socioeconomically Level (Services)	Water, drain, pavement, lighting, have it all.	Which are the services that you do not count with in you neighborhood?
			The use of school	Study, be with friends, lose time, find a	What activities do you

b) Satisfaction of the teenagers with life	2. Social environment	The role of the youngsters in society	girlfriend or boyfriend.	perform at school?
		How trends are followed	Active, passive, indifferent	How do you consider your role in society?
	3. Cultural environment	Others countries influence.	Yes, no	Do you like trends?
		Opinion of the media contents	Yes, no	Do you like trends from other countries?
	4. Spare time	Use of spare time	Entertaining, boring, morbid, educative.	In your opinion the TV shows are:
		Recreation places	Friends, girlfriend, sports, don't do anything.	How do you use your spare time?
			Clubs, bars, billiards, at home, in the streets.	Where do you spend you spare time?

Preliminary Questions of the survey

At the end each argument is covered in terms of the elaboration of the constructs and with them it is given the time to connect the design of the instrument, taking in consideration the cultural and individual differences of the considered elements for the samples, for example the type of language, the common meanings amongst adolescents, the age and location of the same. Here is shown part of the preliminary redaction of the pilot instrument (Chart No. 6. Complete Version).

Chart 6. Preliminary questions of the pilot instrument

• How much time do you spend in you recreation activities: 1,2,3 hours.
• With what frequency do you attend parks, malls, clubs or bars: 1,2,3, times a week.
• How much time do you spend with your girlfriend daily:
• How much time do you spend in you recreation activities: 1,2,3 hours.
• Have you had notable physical and psychological transformation in this stage: yes, no.
• Your behavior with your friends is: Calm, normal, wild.
• How much time do you spend in you recreation activities: 1,2,3 hours.
• How much time do you spend in you recreation activities: 1,2,3 hours.
• Does it interested you to start your sexual life at this age: yes, no.
• How much time do you spend in you recreation activities: 1,2,3 hours.
• Are you afraid to contract HIV/AIDS in any way: yes, no
• Do you believe to know with are the ways of contagion of HIV/AIDS: Yes, no.

These preliminary questions allow to identify inside the semantic fields of the discussion groups, the correspondence amongst them, and the corresponding questions derivate from the detonators that configure each of the semantic fields, as it can be seen in chart 7.

Chart 7. Semantic fields and correspondence

Semantic Field	Question
1.Youngsters condition with quality of life.	
• Conditions of life of the youngsters	1.-Mark the persons you live with 3.- Which are the services that your neighborhood does not count with?
• satisfaction of the youngsters with life	4.-Are you employed?
2.social representations of the youngsters facing HIV/AIDS	
• Knowledge about the disease	28. Do you know information about HIV/AIDS? 29. Do you consider that the information that you have about it is enough? 30. Mention three forms of contagion of HIV/AIDS

	31. Mention other three sexually transmitted diseases 36. Which is the media where you can find better information about HIV/AIDS? 38. Which whom do you verify the information you have about HIV/AIDS? 42. The information about HIV/AIDS that is transmitted in the media is:
• HIV/AIDS and everyday life of the youngsters.	32. Do you know someone infected with HIV/AIDS? 33. Which is the gender of the infected person that you know? 34. How was this person infected by HIV/AIDS? 35. The age of this person is between 13-19 years of age ? 39. Under your criteria, a person that contracted HIV/AIDS was because:
• Myths, system of beliefs of the youngsters facing HIV/AIDS	2.- What is your religion? 11. Is it uncomfortable for you to talk about sex? 37. If you were infected with HIV/AIDS who would be the three people who you would ask for help first? 40. Who would you treat a person infected with HIV/AIDS? 41. Communication with your parents about sexuality topic is:
3. Youngsters interaction	
• Comprehension of the youngsters facing symbols and meanings in their social praxis	8. Do you have a girlfriend? 9. Your relation with your partner is? 10. How much time a week do you spend with you girlfriend during the week? 14. With whom did you have your first sexual relation?
• Assimilation of their individuality	12. Have you had sex? 13. Your first time was cause 24. Do you consider necessary to establish a formal relationship to have sex?
• Accommodation of youngsters self with the external factors	5. How many hours of the day approximately do you spend busy outside on your spare time? 6. How many times a week do you go to clubs, bars, malls, parks, etc?
• Interior conversation of the youngsters (I, my, other)	7. What do you think is the age for men to start having sex? 24. Do you consider necessary to establish a formal relationship to have sex? 25. Do you believe that is important that men know birth control methods before starting to have sexual relationships?
4. Social practices and communication	
• Sociocultural conditions like constructors of the health culture.	2. - What is you religion? 7. What do you think is the age for men to start having sex. 12. Have you had sex? 13. Your first time was cause 24. Do you consider necessary to establish a formal relationship to have sex? 25. Do you believe that is important that men know birth control methods before starting to have sexual relationships?
• Indemnification of related contents with health that the youngsters are exposed to.	12. Have you had sex? 13. Your first time was cause: 15. What is the type of sex that you frequent the most? 16. How important is to use a preservative when you have sexual relations? 17. How do you get preservatives? 18. How frequently do you buy condoms? 19. Mention three places where you can buy them 20. What is the approximate price of ONE condom? 21. Where or who gives you condoms? 22. Mention three brands of condoms 23. How many preservatives do you use every month? 25. Do you believe that is important that men know birth control methods before starting to have sexual relationships?
• Media interconnection	22. Mention three brands of condoms 28. Do you know information about HIV/AIDS? 29. Do you consider that the information that you have about it is enough? 36. Which is the media where you can find better information about HIV/AIDS? 38. Which whom do you verify the information you have about HIV/AIDS? 42. The information about HIV/AIDS that is transmitted in the media is:
• Contents: Health, HIV, Sexuality, and everyday life.	16. How important is to use a preservative when you have sexual relations? 17.- How do you get preservatives? 18. How frequently do you buy condoms? 19. Mention three places where you can buy them 20. What is the approximate price of ONE condom? 21. Where or who gives you condoms? 22. Mention three brands of condoms 23. How many preservatives do you use every month? 25. Do you believe that is important that men know birth control methods before starting to have sexual relationships?
• Health topics	16. How important is to use a preservative when you have sexual relations? 17. How do you get preservatives? 18. How frequently do you buy condoms? 19. Mention three places where you can buy them 20. What is the approximate price of ONE condom? 21. Where or who gives you condoms?

	22. Mention three brands of condoms 23. How many preservatives do you use every month? 25. Do you believe that is important that men know birth control methods before starting to have sexual relationships?
<ul style="list-style-type: none"> • Credibility of the media source 	28. Do you know information about HIV/AIDS? 29. Do you consider that the information that you have about it is enough? 30. Mention three forms of contagion of HIV/AIDS 31. Mention other three sexually transmitted diseases 36. Which is the media where you can find better information about HIV/AIDS? 38. Which whom do you verify the information you have about HIV/AIDS? 42. The information about HIV/AIDS that is transmitted in the media is: 18. How frequently do you buy condoms? 19. Mention three places where you can buy them 24. Do you consider necessary to establish a formal relationship to have sex? 25. Do you believe that is important that men know birth control methods before starting to have sexual relationships? 26. Do you know the methods of birth control that exist? 27. Mention three types of birth control

Logic of conceptualization

The design of the instrument comprehends certain conceptualizations, that being the case various question support only one theme, with the goal to construct adequately the important data for the investigation, these concepts allow indirect measurement of behavior in useful ways, to be able to measure the variables there were used different scales: *nominal*, *ordinal interval* and of *reason*. The implications of the level of measurements were taken into consideration for the design of the database, where once completed the rising of the same will deposited there for statistical analysis. According to Hernández (2014), once the measurement instrument has been applied (whatever it is), and in this way collect the information of each of the variables studied, the researcher will be able to confront what is seen in the conceptual framework and what is planned.

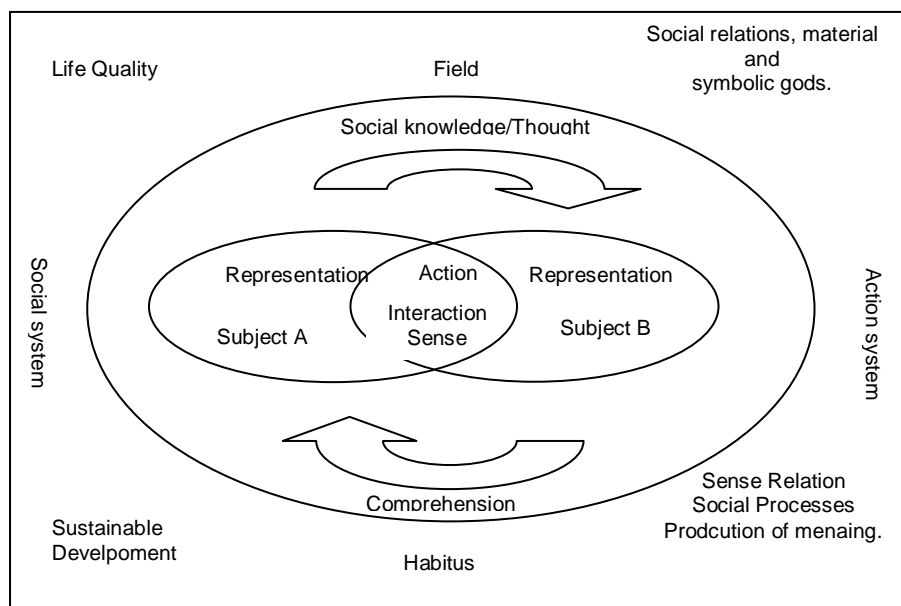
Survey

The disposition of numerous cases and variables allows to document the most elaborate casual processes, it is possible to go pass the initial observation of a correlation between an independent variable and a dependent to examine the discharged part by the variables that intervened. The purpose of the application of this technique is to comprehend the most general population in which initially the sample was taken from, the thorough report of the methodology promotes the posterior duplication, in this way, it can be put to the test by other investigators amongst other samples and subgroups to refute and assimilate the generalization of the discoveries. (R. Babbie, 1988 p. 67, 68).

III. Result

Health is a multidimensional field: the health of each and every person depends on what they can do for themselves at a individual level, but also it depends in the support that is found in their close personal relationships, of the social and communicative interactions they have, also of the accessible services in the community, from state politics. The sociocultural conditions describe the actions and expressions that are significant to the individual, same that produce, receive and interpret the course of their lives. Therefore, the life quality of developing countries is decadent due to the low economic, social, cultural and political level that population faces. With that, one should be aware, then, that changes are required in multiple levels and that interventions are needed in the ambience of the culture (of speeches, knowledge, forms of understanding, of feeling), are given along with changes in politics, in the conditions of the population's life, in the quality of the presentation of the services, etc. Therefore, it is important to notice the change generation of behavior is not sufficient to assure that health improves, at the same time that communication and information are also not sufficient for the changes in behavior. It is also found that it is important to understand the citizen dimension that has health as part of its social representation in the social action. This implies to understand health as a right and also a responsibility. This make it to be thought in a fatalist vision in front of destiny and passive in front of health services to other that is active, assertive. But, how to understand the communication? Like there is different ways to understand a concept like health, also the communication can be seen in different ways. Traditionally it is seen as a diffusion of information or like strategies of the sale of products of ideas. The communication is this and also it's even more. The communication is in charge mainly of the ways we relate, social interaction, how we get to agreements (from a symbolic interaction joint to social representations of each individual to achieve the ideal social action in the prevention of health), work on that what makes is live together. It is in charge of coexistence and how this is given through the construction of consensus, of understandings, of values. The proposal then is to see communication like the process of relationship, of dialogues through which people get informed, say, debate, are questioned, learn, decide to change, become visible, process their conflicts and get to agreements; place in a common system of meanings and senses, also

the comprehension of their actions starting from the for what and the why of the actions and acts in the breakdown of their motives. Communication, then, is dialogue and is intimately linked with the educative processes (because to educate it must convince), and with the strengthening of the democracy (because participation and deliberation is a central component of it). Communication for health is a social process, a mechanism of intervention to generate social influence that provides knowledge, forges attitudes and causes favorable practices to the care of public health, therefore it is a determinant factor to modify the indicators for substantial development. By all this, communication from the interaction and the social representations of the youngsters about sexuality and HIV/AIDS are fundamentals for the implementation of institutional programs of improvement for social health and for thus crucial to achieve the sustained and sustainable development in the community's health.



For the study and application of communication in health, it should be taken into account the elements both of macro and micro social levels, which are important for the actions and interactions of the individuals to achieve the production of senses and meanings so desired in the scope of communication and not only achieve knowledge and change of social thought, but further, an anchorage in social change, in its habitus of prevention of health starting from the comprehension of this senses. In what corresponds to micro social, the subjects intervene from their self and its alter to achieve the interaction under the social representations that these have from sharing sense (called communication and not information, due to the principal finality is the interaction and the action from this called exchange of senses). All this should not only be focused in the study of individuals and their interactions; but from another important perspective to perform this exchange and comprehension of senses, to macro social, where the fields intervene, the habitus where the subjects obtain and develop senses through the social representations that affect in their actions. Looking at it through the two systems: the social and of action. By the social part is found the quality and life styles of the subjects and its repercussion in the sustainable development of the own society. On the other side, the system of action where the social relationships, material and symbolic goods, the relationship of senses where the social processes and the production of meanings are preformed intervene. Giving coherence on the communicative process where the interest to inform or spread does not go alone, but to give sense from the sustainable actions of communication.

IV. Conclusion Discussion

The necessity to critically ponder on the own investigative activity, along of those of the study object, cause to rethink pertinent methodological actions to the development of the epistemological approach towards the conceptual theoretic framework that has been selected. That has given a guideline to present the information that evidences the transparency of the followed procedures to inductively pass from reality to theory, or deductively from the theory to reality, depending on the epistemological posture assumed. It is important to present in an explicit manner the theoretic, methodological reasons and underlying practices to the selection of a determined focus of knowledge of the social. This proposal, utilizing a methodological plurality, develops and analyses in an objective manner the categories of theoretical analysis. This is, starting from the subjective as the social speech to land in the objective, quantifying it, analyzing it critically. Thus ensuring a work of methodological stringency, with a complex and critic of the process of investigation monitoring.

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