

## The Importance of Human Values in the Education in the Presence of the Globalization Challenges

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### 1. Education and Globalization.

Between the XV and XIX century's, the scientific knowledge and the technical inventions produced a great transformation in the way of thinking and performing, basically oriented to mercantilism and based, at the same time, to the *Adam Smith* postulates, with the theorem "let-do it", "let-pass it". But in the past century, the advances evolve much quicker. In the education context, the technology advances had complement with the global capitalism notion, but for many authors' this knowledge seems to decompose in most harmful ways than the positive ones.

The globalization impact in education has been a worrying process, precisely by the fast way that it changes. But the analysis goes beyond the realities that generates. The experiences in the most industrialized countries show that the economical development and growing had been thanks, to the education. However, when only a few power groups (political and economic) are the beneficiaries of the global education, we can not be cheerful in the concept of a world designed in this scheme

With the creation of market blocks, free commerce and the "neoliberal" economic model, the globalization has imposed and established rules, which only benefit a few persons. The economic power is concentrated in the financial elite, represented by big multinational corporations, which has generated inequity and poverty as never before.

Under this point of view, there's a great concern for the fast growing of poverty, so the suggestion is that globalization must tend to be a "globalized profit" and not only of wretchedness

Since capitalism was born, it reveals as a "*process of wide proportions that go beyond geographical, historical, cultural and social frontiers, which have influence cities, nations and nationalities*"<sup>i</sup>. For this reason, globalization, as a simultaneous, social and economic process, specially sways in the education systems, and with that in the social, public and private life.

The important of the human values in education gets lost in globalization, because it only stimulates the educational system by the economic point of view and there's no other reference. The educational relationships are guide only by the mayor power of insensible and irrational use and abuse of human kind.

The critic to the actual education system is located, principally, in the social unconcern in the ignorance of the social function as a generator, guidance and formatter of the human values

On the other hand, analysis that pretends to cover the concept of education in the globalize environment must concede the primacy to persons, above things. Such study won't obtain any results, when we turn people into things.

The actual education must confront with success the misery, poverty and inequity problems, but overall, it has necessarily to make a deep emphasis in human values, where it recognize person as an individual and gain the harmonic and respectful integration of the bases of justice, solidarity and subsidiary. By this way, education will be oriented in an upright humanist thought, which will be for the benefit of all society, because it will make it stronger and lasting.

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Every educational system must aspire to the good of community, its primal objective must obtain the coexistence between the members of society, reaching a share and free development, far away from overcrowding and the lack of personalization of its members. It must promote a force group in which every individual is in solidarity with the other one.

The education must also promote in each person a vision of permanent change, generate beings that are not simple and passive watchers of their environment, but for the contrary, generators of a transformation, development factors that are capable of questioning, of emitting reasonable judgments, of promoting proposals and inviting to the action to gain the good of community.

## 2. The Human Values in Education.

The great defiance in the education in this millennium is, without doubt, to give special emphasis in man's, dignity and values, with a special vision that conceives him as creator who doesn't limit only to watch the established order, by the contrary, he dynamically participates in the changes that benefits the human race.

In the years of history, man's dignity has occupied a preponderant place, but actually we observe a deplorable decadency and crisis in the fundamental values, so we have to recover the course of our own humanity existence before that is forgotten in history route.

Today we have a society that the only practices are profits, earns, commerce and the great shares in which man is only and object, not a subject, so disposable as the same products that we make for only one use. For this reason, is that education development must essentially contribute to the knowledge and significance of man as a person, and by no way allowed its mutilation, or worst, its own reduction as a thing of learning.

The actual education necessarily must understand human trajectory including its: dreams, knowledge's ignorance's, doubts, fears, certainties, hates, loves, hopes, disillusion, health's ideology, illness, death, his own image, and the interaction with the world. The education must never forget the person as a "living being" and with many suffers, because he has his own personal values, that are irreplaceable and inalienable and which he must demand for himself and the others. As Seneca mentions "Man is sacred thing for man"

Now is the moment to finish the barbarian that prevails in our education systems, we have to return to our origins by a renovation process that allowed us to recover human values. We must see the man who posses glow, a divine liveliness that directs his routes toward things by its own restlessness or intention, meanwhile he gains superior faculties, intellect and will, producing links and commands in the size of his abilities and aspirations. This faculties conferred to the human race have a special particularity from other ones, because it possess a relevant value only found beneath God, intelligence.

The education system must contemplate that human being is not only created, but also creator, is not a living being that acts in a passive form, he makes freedom and reasoned choices to be in harmony and unity with his own environment for a particular purpose, reflecting his rationality and will.

The most pure and perfect relation between human beings is, without doubt, love for your neighbor, because man is treasured by the assistance that he gives to the other ones, it doesn't matter the social condition or corporal beauty, to be or act must correspond to each other mutually, because the one who doesn't act according to his nature dies in essence.

This freedom and equity between men are the basic principles of a humanistic education formed in values: As the distinguished humanistic Pomponazzi says "*Because the human specie is like one and unique body created of dissimilar members and equipped also of different functions, nevertheless prepared for the common benefit of the human gender*"<sup>ii</sup>.

There's no doubt, that irreplaceable characteristic of each men, concedes him the sense of human existence with his attributes of freedom autonomy and dignity.

Man's dignity includes a primary and absolute value inherent to each human, that mustn't tide to certain aspects, characteristics or individuals merits It starts with the integrate comprehension of man, as a

cause of respect for himself and the others. In this matter, Kant mention that *“The man, considered as a person, such as a subject of practical and moral reason, is situated above all price, because as himself (homo noumenon) it cannot be valuate only as a way for someone else benefits, even for his own benefits, but with the aim in himself, that is, he posses a dignity (an absolute internal value)”*<sup>iii</sup> in consequence the humanistic education must **CONSIDERED MEN AS AN AIM IN HIMSELF**, where dignity, liberty and respect for the person must be the fundament of a conduct based in knowledge, comprehension, respect and love.

The recovery of the human being is, with out doubts, the cardinal and essential element in the educational systems, because in most of the institutions it has been atrocious lost, but ¿how do we recover human being? Obviously with a humanistic culture that encircles education. Because humanism is the way of life of the person, in which it valuates and makes emphasis in the entire human that we have as individual's, where we poses the ability to look for explanations for facts that surround's us.

Remember that, thanks to the human intelligence, science is been created to adventure in the unknown, to discover the unpublished and invent the unsuspected, but also the mind has reduced it self by allowing it's used by other men as slave instrument, forgetting by complete the conviction that all persons have dignity, and that's the aim in himself.

The construction of value norms that protect dignity against the use of force and the erection of rules that control the civilized coexistence, are based in principles, basically formed by the worth that the educational system gives to the table of values. This are rules of judgments and acts, which allows us to have the meaning of good and justice. These specific values arise as a hope for every new human, so it's necessary to cultivate, protect and develop them, bay the humanistic formation.

The humanism is uphold buy understandable values, as the perception of the structure of the human being, which has been edified, consolidated, and in occasions, questioned and ruled out. The norm preservation of certain values, gives continuity to humanism and it's a constant reference for ruling the person behaving and guided it in a positive way, to say, that is to achieve the good of community..

Therefore, is that the humanism in education has been fundamentally understood and expressed in the respect of transcendental man values. When we comprehend the meaning of the aforementioned words we could say, without mistake, that humanism is the major and basic element of education.

Remember that science makes us strong but not better, so education must focus in knowing, and understanding the human problem to be a guide and help someone who needs it.

The education based in high values always will have to considerate that the student is not a machine, but a person.

Even though, actual education is selling ourselves, exchanging us as simple merchandise, allowing our mistreatment and forgetting ourselves, by the abandon of our primary values of solidarity, justice and equality between men. Why is it loosing mans dignity, as in the barbarian acts found in the Middle Age? We are returning to ancient ways of life where we find the lack of consideration for individuals as the base that supports society.

It's certain that we have to regain man as the unique source that makes sense to our lives, projecting us to recover the owning sensation in a totality which must cover the joint with nature, society and cosmos. Therefore *“The next attitudes will gain new dignity a bit forgotten: devotion, testimony, humility, respect, compassion, fraternity, love, justice. Maybe this renovated communion with cosmos and with others, will display a new dimension of the Sacred, not the sacred known to men as an instrument of the positive religions, masks of the oppressions, but the interior Sacred in each man and each thing, that reveals in the splendor and unity of all”*<sup>iv</sup>

As man, we must regain the values in ourselves, beginning with the ones who surround us, showing day by day our inalienable conviction of respect for the humanism, as the only method that supports our planet, to achieve a balance between science and humanism, where one of them must not hide the other, for the contrary, that both widely complement, with the focal point for the education of man.

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