

International Journal of Human Sciences Research

EDUCATION, ECONOMY AND THE IMPACT ON THE COMPREHENSIVE DEVELOPMENT OF STUDENTS

María de los Angeles Gómez Sahagún

Professor at the University of Guadalajara, attached to the Regional School of Higher Secondary Education of Ocotlán, in the state of Jalisco, Mexico

Salvador Salazar Gómez

Professor at TecNM/TecMM, UA Zapotlanejo

Alma Lucía Aceves Villarruel

Professor at the University of Guadalajara, attached to the Regional School of Higher Secondary Education of Ocotlán, in the state of Jalisco, Mexico

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: One of the functions of the State is to ensure, in a context of equality and social justice, the socioeconomic well-being of the population it governs, for this, it defines and implements a development model which reflects the political position of the ruling group. In turn, the review and analysis of the historical data generated by the exercises of previous administrations are conclusive in showing results that have not been optimal and that currently Mexican society faces an increasing polarization of income, problems of social decomposition, growing social demands for services. educational, health, housing, public security, among others, so it is necessary to review the national development model as well as the functioning of the institutions responsible for its implementation, in order to propose improvement mechanisms. This work is developed from elements in the design of a comprehensive development model, with a vision of sustainable and sustained growth over time, which makes explicit the importance of education, considering the strengthening of the performance of the educational system as a necessary condition. and development background.

Keywords: Education, economy, comprehensive development, students.

INTRODUCTION

Education has been considered necessary to increase the level of productivity of human beings, by allowing them to participate with better conditions in the labor market and thus obtain greater income to live better. This currently produces a certain social pressure for education. However, although more is invested in education, economic and social development or the comprehensive development of young people has not been achieved, since the lack of spaces in educational institutions, poverty, unemployment, racial discrimination and inequality in the distribution of income.

In this panorama it is worth asking: If education is fulfilling its corresponding function in society? It is necessary to take into consideration, that education is part of the economic, social and political context.

Education has been considered a good that leads human beings to produce more and the educational system as the ideal means for the comprehensive training of young people and this way increasing the cognitive level of the population will favor the economic and cultural development of the communities.

Investment in education and therefore in human beings suggests that education is the most efficient means to strengthen the comprehensive development of students, efficient work in companies, qualified labor and therefore the internal product. rough.

This work is developed from elements in the design of a comprehensive development model, with a vision of sustainable and sustained growth over time, which makes explicit the importance of education, considering the strengthening of the performance of the educational system as a necessary condition. and development background.

Education will be addressed as training aimed at developing the intellectual, moral and emotional capacity of people in accordance with the culture and norms of coexistence of the society to which they belong. Economics as the study of the production and distribution of goods and services and integral development conceived as a process aimed at satisfying human needs, both material and spiritual; With special attention to the unmet needs of low-income population majorities, this development must arise from each society, its values and its projects for the future.

METHOD DESCRIPTION

The methodology consists of the analysis and interpretation of some theories of education, economics and the comprehensive development of young people. Interpretation here is the method or operation that allows us to reach an understanding between education, economics and the integral development of students.

The term hermeneutics appears for the first time in the 17th century with the Strasbourg theologian Johann Conrad Dannhaue who invented it to name what was previously called the art of interpretation.

The term interpret comes from the Greek: *hermeneúein* and has two meanings: it designates both the process of elocution (enunciating, saying, affirming something) and that of interpretation (or translation). In both cases, it is a transmission of meaning, which can occur in two directions: (1) it can pass from thought to discourse or (2) ascend from discourse to thought.

Today we speak of interpretation to characterize the second process, which ascends from speech to the thought that sustains it, but the Greeks already thought of elocution as a hermeneutical process of mediation of meanings, which then designates the expression or translation of thought into words and facts.

DEVELOPMENT

Émile Durkheim cited by Martínez (2012), "Education is exercised by adult generations on those who have not yet reached the degree of maturity necessary for social life." Its objective is to raise and develop in the child a certain number of physical, intellectual and moral states that are required of him by both political society as a whole and the specific environment to which he is specially destined. He argues that it is essential that the State, representative of society, exercises control over

education so that it: ensures among citizens a sufficient community of ideas and feelings, without which there can be no society.

John Dewey (1971), "Education is the means of the continuity of life." Each of the constituent elements of a social group is born immature, defenseless, without language, beliefs, ideas or social norms, so a void remains and the need for education arises. The gap will be filled with education and communication in the process of teaching and learning, so that society continues. It is evident that the social environment forms the mental and emotional disposition of individuals' behavior by introducing them to activities that awaken and strengthen certain impulses, certain purposes that cause certain consequences.

Castellani (1993), education is "the blood of the blood of a people"; it is the basis of all progress, it points to a fundamental solution, it responds to a great reality that requires prudence and political tact, vigorous decisions, vision overall, intelligence and meditation, as well as; cooperation and goodwill.

Comprehensive Development defined as a process aimed at satisfying human needs, both material and spiritual; With special attention to the unmet needs of low-income population majorities, this development must arise from each society, its values and its projects for the future.

Leland Bach (1966) defines economics as: "the study of the production and distribution of goods and services."

Now, education and the economy have a close relationship with the lives of all human beings, it is inexorable that it has a direct influence on the educational process of a country. Knowing the economy of a country helps to understand the social phenomena that occur in society, because as Lincoln said "Life encompasses customs, institutions, beliefs, victories and defeats, leisure and occupations."

The economy as a dimension of human life presupposes the reality of each person as beings in need for the construction of goods and services in order to survive and develop according to their nature.

The economy as an activity that configures coexistence to achieve the stable satisfaction of needs and satisfiers. It is an eminently cultural task, it is a privileged field to exercise fundamental moral values, such as justice, love of neighbor, solidarity and responsible freedom, it aims to perfect man, it depends on the conscience and responsibility of human beings and Its natural end is the good or value that we are trying to achieve with our actions, because what is good and valuable for you are the ends of your action.

Good is a reality that seems convenient, attractive and that in some way perfects the human being. The value when we value the concrete good and want it and the end when the value is the object of man's active effort.

Hegel (1973), "the particularity of people first comprises their needs." The possibility of its satisfaction is here placed in the social complex, which is the general wealth, from which everyone obtains their satisfaction. The immediate taking possession of external objects as a means to this end has it in the condition that this system of mediation is acted upon; Objects are already conditioned and mediated property.

In the particularity of needs, universality appears in the following way: the intellect places distinctions in them, and this way, indefinitely multiplies the needs and the means, thus giving rise to the division of labor. The habit of this abstraction in enjoyment, in knowledge, in knowledge and in the way of conducting oneself, constitutes the education of this sphere and formal education in general.

EDUCATION ECONOMICS

It is a special economy within the economic sciences, born in 1960 with Schütz, it deals with educational goods, which are a modality of services produced by society and its characteristics are: Utility and scarcity, both for the individual as for society and its object of study is twofold:

1° Analyze the economic value of education, checking and calculating its contribution to general economic development.

2° Analyze the economic aspects of the educational system. Such as costs, financing, investments, profitability of education.

Schütz considers social reality as the sum total of objects and events within the cultural social world, as experienced by the common sense thinking of men who live their daily existence among their fellow human beings, linked by multiple relations of interaction. It is the world of cultural objects and social institutions in which we have all been born, within which we must move and with which we have to understand each other. For Schütz "calling something real means that it has a certain relationship with ourselves"

Modern economies are progressive, the cause of economic progress is technical progress; (for example, the improvement of instruments, personnel and methods), which increases work performance. It also arises from an improvement in the cultural level. In this sense, the training of entrepreneurs and organization is the task of education.

The wealth of a country depends more on its human resources than on its natural resources. "The greater the education, the greater the income," this is an advantage, since while natural resources are limited, education, as a source of wealth, is unlimited, as is the tendency to increase education over time, the demand for education, education presents

oscillations in the form of excesses and defects that are self-regulating, in terms of the contribution of education and economic development, they can occur between different countries, such as cultural exchanges.

EDUCATION AS A TRAINER OF HUMAN CAPITAL

The role and importance of education has been discussed by several analyzes by economists. During the sixties, mainly the work of Gary Becker, Nobel Prize winner in 1992, established the systematic treatment of the problem presented by the idea of human capital, which basically proposes that individuals accumulate during their life a certain level of human capital that consists of knowledge that they have acquired, their experiences and skills. Individuals achieve this human capital by processing their daily experiences as a result of their work and, especially, with the help of formal educational mechanisms and systems.

Since the factors of production are natural resources, labor and capital, and taking into consideration, that education is more important than capital, then it can be said that education is true human capital. Thus, a country has human capital when its active population has received a general and technological education of a level that allows it to apply the greatest amount of knowledge to production.

EDUCATION AS CONSUMPTION AND AS INVESTMENT

Viewed as consumption and investment, education produces two types of goods:

- Consumer goods because they satisfy human needs.
- Investment goods because they contribute to increasing income.

COMPREHENSIVE DEVELOPMENT OF EDUCATION

Comprehensive development is based on the universalization of civil, political, economic, social and cultural rights of individuals, based on the concept that human beings have, as such, the same rights, regardless of their sex, skin color, language, the culture to which they belong and their economic and social power; Therefore, any effort aimed at achieving comprehensive development requires coordinated action to reduce poverty and find solutions to human problems.

The development process can be sustained by the accumulation and quality of human and social capital that a society can generate, a position that arises from the exhaustion of visions of development focused on exclusively economic factors and the conception that explains development as an effect of the accumulation of physical and monetary capital, that is, the capitalization of a country.

This way, planning the use of resources is necessary to have a scope that strengthens education, health and work, which are the components that determine the formation of social and human capital, with the purpose of increasing productivity, which is the driving force of economic growth and accelerates the development of nations. The contribution of this investment usually comes from families, individuals and society.

The latter contributes with taxes that are returned to society through public channels and programs that depend on State decision-making bodies.

Papalia (2004) defines integral development by addressing three moments: first, physical development, which is the growth of the body and brain and change or stability in sensory capabilities, motor skills and health. Second, cognitive development is the change or stability of mental abilities, such as learning,

attention, memory, language, thinking, reasoning and creativity. And third, change and stability in emotions, personality and social relationships, as indicated by Erikson's eight stages theory.

Thus, the purposes of education, that is, the object and reward of learning is the continued capacity for the integral development of learners, favor the liberation of activities, mean the acceptance of responsibilities, and are based on intrinsic activities and needs.

The political constitution of the United Mexican States, title one, chapter I, article 3 says: "Every person has the right to receive education. The education provided by the State will tend to harmoniously develop all the faculties of the human being...", it is then clear that one of the functions of the State is to ensure, in a context of equality and social justice, the socioeconomic well-being of the population it governs.

González Morfín (1989), "A human being in terms of education goes from ignorant to beginner and knowledgeable in various subjects. A society develops by leaving behind the stages of economic insufficiency and lack of democratic participation and entering into greater productivity with responsible participation. Thus, economic development meets the essential requirement of updating capabilities, typical of all development.

Education as a conscious and free activity, aimed at stably satisfying the needs of human beings through adequate satisfiers, the economy develops when it updates the capabilities of nature and man, in personal and social life. Now, the economy is a real aspect of all human life and it has an economic dimension in some sense, which may be production, circulation or consumption. Hence the importance of a multisectoral and transcendent development agenda as it is supported by a comprehensive vision, which is based on the premise of universalizing

not only civil and political rights; but also the economic, social and cultural rights of individuals, based on the concept that human beings have, as such, the same rights, regardless of their sex, skin color, language, the culture to which they belong and their economic and social power; Therefore, any effort aimed at achieving sustainable comprehensive development requires coordinated action to reduce poverty and find solutions to the problems of hunger, malnutrition, diseases and of course education, under a concept of sustainability.

The development process can be sustained by the accumulation and quality of human capital; this way, planning the use of resources is necessary to have a scope that strengthens education, health and work, which are the components that determine training and the comprehensive development of human capital, with the purpose of increasing productivity, which is the engine of economic growth and accelerates the development of nations. The contribution of this investment usually comes from families, individuals and society.

CONCLUSION

The economy and education are the fundamental basis of the comprehensive development of a society, advances and reforms in the educational system are of utmost importance to meet human needs, thinking about forging more just, peaceful, tolerant and inclusive societies, adopting styles of life based on equality, promoting a culture of knowledge, skills, values and attitudes that are necessary for citizens to fulfill their rights and obligations, promote a better future for all and assume an active and responsible role in society.

Therefore, education is consumption when it is given or received as something that personally improves the individual. It has no economic or production value, but

it has human value. The individual educates himself because it satisfies him, contributes directly and indirectly to human well-being

and represents a sign of personal status. It satisfies an individual right and need that has been planned by the individual or the family.

REFERENCES

Castellani, L. (1993). *La Reforma de la Enseñanza*. República de Argentina: Vórtice.

Constitución Política de los Estados Unidos Mexicanos. (2010). México.

Dewey, J. (1971). *Democracia y Educación*. Buenos Aires: Losada.

E., P. (2004). *Desarrollo Humano*. México: Mc Graw Hill.

González, E. (1989). *Cuestiones Económicas Fundamentales*. México: Limusa.

Hegel, G. (1973). *Enciclopedia de las ciencias filosóficas*. México: Porrúa.

Leland, G. (1966). *Tratado de Economía*. México: Fondo de Cultura Económica.

Martínez, S. (2012). *Estado, Educación y Hegemonía en México*. México: Miguel Angel Porrúa.

Schütz, A. (1974). *El problema de la realidad social*. Amorrortu Editores. Buenos Aires.