

## **Consideraciones epistemológicas, psicológicas, sociológicas y pedagógicas de la educación en valores**

*Epistemological, psychological, sociological and pedagogical considerations  
of values education*

*Considerações epistemológicas, psicológicas, sociológicas e pedagógicas da  
educação de valores*

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### **Resumen**

La educación en valores, constituye uno de los retos y desafíos que enfrentan hoy en día las instituciones de enseñanza públicas y privadas de México. La reforma educativa y la incorporación de nuevos modelos de aprendizaje que se vienen promoviendo y aplicando a nivel nacional e internacional, hacen necesario su instrucción entre los estudiantes universitarios con el fin de formar personas y profesionales íntegros, con conocimientos, habilidades, actitudes, destrezas y competencias al servicio de la sociedad. En la actualidad, la educación en valores es una necesidad que debe ser atendida tanto por los padres de familias como por las escuelas de todos los niveles para superar los problemas en el campo educativo, políticos, económicos y sociales. Que considere no sólo la divulgación de conocimientos teóricos-prácticos, sino también la instrucción de valores en los estudiantes.

**Palabras claves:** educación, educación en valores, epistemología, pedagogía, psicología, sociología.

## **Abstract**

Values education is one of the challenges and challenges faced by public and private education institutions in the country today. The educational reform and the incorporation of new learning models that are being applied at national and international level; they make necessary the instruction of values in the students, in order to train people and integral professionals, with knowledge, skills, attitudes, skills and competences at the service of the community. At present, education in values is a need that demands and demands society and that must occupy, concern and address, both parents of families, as well as schools of all levels and society itself due to political, economic and social problems. social issues we face; what makes a greater efficiency, effectiveness and educational relevance necessary, that considers not only the imparting of theoretical-practical knowledge, but also, the instruction of valórales qualities in the students.

**Keywords:** education, education in values, epistemology, pedagogy, psychology, sociology.

## **Resumo**

A educação de valores é um dos desafios e desafios enfrentados pelas instituições de ensino públicas e privadas no país atualmente. A reforma educacional e a incorporação de novos modelos de aprendizagem que estão sendo aplicados em nível nacional e internacional tornam necessária a instrução de valores nos alunos para formar pessoas e profissionais integrais, cujos conhecimentos, habilidades, atitudes, habilidades e competências são colocar a serviço da comunidade. Atualmente, a educação em valores é uma necessidade exigida pela sociedade, razão pela qual deve ser atendida por pais de famílias e escolas de todos os níveis para enfrentar os diversos problemas políticos, econômicos e sociais. Isso, naturalmente, exige maior eficiência, eficácia e relevância educacional, que considere não apenas a disseminação de conhecimentos teóricos e práticos, mas também a instrução de valores nos alunos.

**Palavras-chave:** educação, valores educacionais, epistemologia, pedagogia, psicologia, sociologia.

## **Introduction**

The formation of values in people and students are closely linked to the social environment in which they live and develop, as well as the role they play within society. Phenomenological studies about the understanding of man and his relationship with the world around him began in the nineteenth century and were consolidated in the twentieth century, with the emergence of axiology (from the Greek axial: 'value' and logos: 'study and dealt with the values'). This is born as a branch of knowledge relatively independent of philosophy that is responsible for the study of the values exercised by human beings in society, and whose purpose is to answer a series of fundamental questions, for example, what is the origin, nature and interpretation of the values that people exercise in society? (Sánchez, 2005).

## **Epistemological considerations of values education**

Acquiring knowledge and applying it for the benefit of the society to which it belongs provides satisfaction, well-being, fulfillment and security. However, the following questions must be posed: How and through what means are such knowledge acquired? Where do they come from? and Why is it interesting to acquire certain types of knowledge and not others? These are some of the multiple questions that epistemology studies, a philosophical discipline that tries to take us to the genesis of knowledge, as well as its relationship with science and educational processes, and this complex task is achieved when the human being is questioned and it forces us to answer the reason for what it knows, how it knows it and the reasons why it wants to appropriate that knowledge (Zamudio, 2012).

The formation of values is a complex, dynamic and multifactorial process involving various factors that make up the system of influences that affect the personality and human behavior. In this regard, Castanedo and Munguía (2009) state that during the last two decades of the last century and the present, society is living a stage of dehumanization because of its

desire to possess and accumulate more and more material goods and riches, without get to connect with some spiritual elements that provide internal satisfaction.

The human being has boasted of conquering outer space, but he has forgotten to live with himself and those around him. Hence, people and current social groups are more autonomous and dehumanized, and as a consequence their social relationships are conflicting and problematic. So the XXI century will be that of depression, the XX was that of anguish. However, anguish does not lead to suicide, while depression does. They conclude that any person who does not have a meaning or a life purpose, can have suicidal tendencies and propose as a solution alternative "humanistic education" that emphasizes the teaching centered in the person, in the self-learning; meaningful, collaborative and participatory learning, and considers people as the center of the universe and attention, not only during the educational process, but in all and each of the areas of their personal, family, educational, social, work and spiritual ... as Carl Rogers has studied it, with his proposal of the fully functional person; Fritz and Laura Perls, with their Gestalt Theory; Erich Fromm and Abraham Maslow, with the sense of belonging.

It should be noted that education in values, is not achieved with the mechanical assimilation by the student, but from their internalization, assimilation, reflection and practice according to their needs, interests and motivations. They are the ones who, based on these premises, build their own value systems, which can not oppose reality or go against established legal, moral and social norms. For example, studies conducted in this field have shown that the lack of educational values in students has a negative impact on their social interrelations and academic performance.

As far as education in values, should be considered as one of the fundamental premises of all those educational institutions that have as their objective: the integral formation of students (Estrada, 2012). On this matter, Fabelo (2003) considers that education in values is a multidimensional and complex process with different manifestations in different planes: the objective, the subjective and instituted.

The first: it is considered as a social objectivity given by the function that values have and represent for the people and social groups to which they belong. The second: the subjective, refers to the social significance of objective values and that is reflected in

individual and group behaviors (each subject and social group values reality in a different and specific way), and this allows each individual and social group to conform their own systems of values (this system is relatively stable and acts as a regulatory pattern of human behavior). The subjective values may have a greater or lesser degree of correspondence with the objective values, depending on the level of coincidence of the particular interests of the individuals with the general interests of the society. Therefore, a social phenomenon can have a positive meaning for a person or group of people, although at the same time it has a negative interpretation for other people or groups of people. The third: values instituted or officially recognized, is the result of the generalization and / or combination of objective and subjective values that are manifested in a society. They arise when certain individuals or social groups that represent and exercise public power impose their value systems on the rest of society.

### **Psychological approach to education in values**

The formation of values corresponds to a complex psychological and educational process, only understandable from the analysis of the value and the regulatory function that they perform in human behavior (Rabiero, Ferrer, Moreno and Castro, 2007). For example, the psychological current with historical-cultural approach developed by Vygotsky constitutes the adequate theoretical framework to diagnose and facilitate the teaching-learning processes of values.

This approach is based on Marxist philosophy, as the dialectical unity that exists between objective and subjective evaluations on the part of individuals and their concrete historical nature. The three principles that support the psychological approach to the study and teaching of values are the following:

1. The unity that exists between the affective and the cognitive: this principle emphasizes that only the unity of these two functions allows to clarify the true essence of the higher psychological processes that determine the personality of individuals. It conceives the person as an active subject who comes to self-determination while maintaining his autonomy from the external influences to which he is subjected. The

psychological approach considers the instruction of values as a superior intellectual function developed by human beings.

2. The active reflection of the conscience: it considers that people achieve self-determination, insofar as they assume an active position of their own formative process, and maintaining a relative autonomy with respect to the world that surrounds them.
3. The effective relationship between teaching and learning and intellectual development: under this approach the cognitive processes that intervene in education and in the formation of values are sustained; and takes into account the needs, interests, motivations, aspirations and the environment surrounding the learners.

Consider education and the formation of values, as a gradual process present in the stages of the physical-intellectual development of human beings, hence, notice that you can not teach a child the same values that are taught to a teenager , to a young person or adult. In this sense, Dominguez (2003) states that education in values takes on special relevance during youth, as it is a particularly sensitive stage of the human being (where young people seek friendship, love and feel accepted by the people around them). ).

### **Sociological approach**

The sociological approach considers that education in values is an important part of socialization and human relations (values contribute to the construction of personality and human behavior in correspondence with their individual and social needs.) It is the result of integration and interaction between the cognitive, affective and social conditioning of each individual or student, this approach studies values based on the social significance of behaviors, objects and social phenomena for individuals or social groups. the tendency to study the values according to the qualitative, dialectical and phenomenological categories, as well as according to the social, moral and legal norms that determine the individual and group behaviors of human beings.

In this regard, Fabelo (2003) considers education in values as a socializing activity whose purpose is to transform the student into a social being, and to help him insert himself and live with his peers. González (2002) defines socialization as the set of interactions that human



beings perform as a result of living in society and in which individual and socio-historical psychic processes that determine the actions of individuals and social groups intervene. For Vasallo (2003) is a bidirectional process (determined by the social influence that is exerted on individuals and the active reproduction of those influences by people.) This author understands education as a social fact that prepares students to face Their personal, educational, professional, social and economic challenges In summary, from this perspective it can be affirmed that the human being is the object and subject of their social relations, and that the education they receive is a product and consequence of the social environment in which lives.

### **Pedagogical approach**

Blanco (2001) he points out that education is one of the most important functions performed by human beings in society and that allows them to develop and transform the natural environment for their benefit. According to this author, it is not possible to conceive the development of humanity, without the individual having been able to assimilate his own history and

transmit their acquired knowledge to new generations. Báxter (2002) believes that the values expressed by students are the result of their experiences, their social relationships and the education they receive at home and at school. For this author, the instruction of values in the classroom must take into account:

1. The needs and interests of each student.
2. Respect their dignity as people.
3. Assertive and positive social relationships.
4. Allow students to be direct protagonists of their educational training.

By Proenza (2004) Education in values is a pedagogical process in which the educator must consider the cognitive, affective and volitional component, as well as the ideological and attitudinal component of each student. An essential element that considers this approach is the integral diagnosis of the family, social and educational system of each student. In this sense González (2002) proposes that teachers make such diagnoses to each of their students in a continuous, dynamic and participatory way, as this way they can know the personal and

academic history of their students, which can be useful not only to forecast and evaluate their training process, but also to propose actions that lead to their continuous improvement.

Fariñas (2005), on the other hand, emphasizes that the best education is the one that receives and leads the educator to the critical construction responsible for his personality and personal independence. It considers responsibility as the value that is most associated with the development of each student's personality. Individuals should be responsible for their actions. They must decide and act consciously. They make decisions according to their rules, norms, interests and needs that determine their actions, hence they must also consider their willingness to respond for them. This value, as a regulating entity of student behaviors, can be analyzed based on the following criteria:

The cognitive level: degree of knowledge and intellectual performance that defines the student as responsible for their school, family, work and social duties. They feel the fulfillment of duty as a personal need, without external pressure or obligation.

Internal factor: Intrinsic argumentation of the value "responsibility" as internal need.

External factors of social order: compliance and compliance with family, social, school and legal rules to avoid punishment.

Critical analysis of personal and other people's attitudes and behaviors.

Non-critical: Tolerant and justifying against behaviors contrary to the value of responsibility

Critics: They assume responsibility as a duty to be and as a personal need and obligation.

Behavioral component:

- a. Responsible: Compliance with duty responsibly with the highest quality.
- b. Partially responsible: partial fulfillment of duty; certain irresponsibilities are justified.
- c. Irresponsible: Predominant noncompliance of their duties.



The formation of values in the school requires a series of conditions that favor the process, among which the following stand out:

- a) Axiological, epistemological and psychopedagogical preparation of teachers.
- b) To conceive teaching-learning as a dialogical and participative process.
- c) Plan the teaching-learning process with a didactic structure that guarantees the protagonism of each student in the activities to be carried out and stimulating creativity and pedagogical innovation.
- d) Promote a more assertive and positive communication between teacher-student focused on mutual respect, trust and authenticity of relationships based on the example of the teacher.

## **Conclusions**

The formation of values in the classroom, can be addressed through various theoretical-philosophical approaches and trends such as psychological, sociological and pedagogical, which allow the study of values through the cognitive, behavioral, social development of human beings in general and students in particular. In this sense, education in values can be conceived, as follows:

- a) As an individual act, which influences individual behaviors and the social collective, and this in turn in the individual.
- b) Helps to the formation of the personality of the individuals.

Values instruction can be achieved through formal education (which is intimately related to the plans, programs and curricular contents taught by educational institutions), but also through informal education (ie, what the individual learns from their experiences, experiences and social interactions). In this regard, Proenza (2004) believes that the educator should take into account the cognitive, affective, volitional and attitudinal aspects of the learner, in order that he or she can conceive and interpret natural and social phenomena based on scientific knowledge and knowledge. ethical and moral principles. A useful pedagogical tool that can be used in this process is the integral diagnosis not only of the educational program that will be taught, but also. of the student and the educator.

Finally, it is worth highlighting the importance of education in values today due to the social, political and economic problems that we face as a society, which requires a more effective, efficient, quality and relevant education. That promotes and encourages students responsibility, care for the environment, respect for human rights, gender equity, freedom of expression, plurality, solidarity, altruism, tolerance, peace, etc. Only in this way can people, citizens, parents and future professionals be trained not only with solid scientific knowledge, but also with ethical and moral values capable of exercising their rights and fulfilling their duties, in accordance with social norms, moral and legal established by the company itself.

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