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HUMAN RIGHTS IN HIGHER EDUCATION AND ITS APPLICATION IN THE SOCIAL ENVIRONMENT

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Abstract: In order to identify the importance for teachers of teaching human rights in higher education to apply them to their social environment, a quantitative study was carried out analyzing teaching styles and pedagogical models. The sample was made up of professors from the social sciences area of the Emiliano Zapata University who taught the subject. Among the main results, it was found that 91% of teachers are concerned about the way in which they can help students learn and consider the subject as a fundamental basis for their professional practice. In addition, 90% consider that knowledge of the subject can guide students to solve some problems in their daily lives. 100% consider that their professional experience can help students understand the content of the subject (autocratic model); 91% are interested in knowing what and how students learn (democratic style); 66% consider that the knowledge acquired during the teaching of my subject on human rights (laissez-faire style) is not the responsibility of the students. In conclusion, the teachers consider that their knowledge is very important and they believe that the interaction between teachers and students, as well as the opinion of the students, are paramount; The learning that the student has must serve to interpret reality and have as a consequence a mental change and they agree that the family and society are an important part of the teaching-learning process.

Keywords: Teaching, human rights, higher education.

INTRODUCTION

The importance of teaching human rights in higher education occurs in our country in an important way since the beginning of the form of coexistence of the human being, since it is considered that since then man has been given the task of teaching in his similarities., which must be within the framework of respect between states. It is considered transcendental to conceptualize fundamental elements to understand the general meaning of the investigation, in order to take measures regarding the magnitude and meaning that give guidelines to delve into the subject and clear up doubts through knowledge-based criteria.

As a structural and core part of the study, it is essential to highlight some references to human rights, firstly, as a set of prerogatives based on human dignity, whose effective realization is essential for the integral development of the person. This group of prerogatives is established within the national legal order, in the political constitution, international treaties and laws (National Human Rights Commission [CNDH], 2017). They are inherent to all human beings, without any distinction of race, sex, nationality, ethnic origin, language, religion or any other condition (United Nations Organization [ONU], 2017).

On the other hand, it is necessary to understand the strict meaning of higher education. University education is understood as that type of education that is carried out when a person has finished basic education. This type of education is also characterized by the specialization of a career, which means that common knowledge is no longer shared throughout the age group, but rather that each one chooses specializations on some knowledge (Bembibre, 2017).

Regarding the concept of teaching, it is the action and effect of teaching (instructing,

indoctrinating and training with rules or precepts). It is about the system and method of giving instruction, formed by the set of knowledge, principles and ideas that are instructed to someone. It implies the interaction of three elements; the teacher, the teacher or teacher, the student or student and the object of knowledge (Pérez, 2017).

PROBLEM STATEMENT

The theme aims to reach interest in the development of the different scenarios, international, national and local, but very particularly inspired by the UNEZ area, for the Social Work degree. The reason for the subject arises from the practice in the classroom when teaching the subject of human rights, in which some forms of attachment are observed on the part of the students of different degrees, thus strengthening the knowledge of human rights in all areas of the campus the last end.

The development of the present is viable and fundamental to the extent that there is an area of work and study that is indicated in advance, with the UNEZ as the main stage. In addition, it is a subject that has no borders or human distinctions. The work to be developed will be focused on teaching, that is, strictly in relation to education and its different methods.

In relation to similar studies, it was found that within the international scenario there is an article published by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017), which contains the world declaration on higher education. At the national level, higher education is focused from the perspective of Human Rights and the gender approach by the Autonomous Metropolitan University of Mexico (Valenzuela, 2015). And finally, locally, the Autonomous University of Nuevo León (UANL) exposes inclusive education, the new paradigm (Garza, 2014). Such mentions have only been consulted as reference sources

for analysis and research examples.

The general objective of this study was aimed at identifying the importance for teachers of teaching human rights in higher education to apply them in their social environment.

The specific objectives were:

- 1) Determine basic forms of teaching on Human Rights.
- 2) Describe characteristics of teachers in the teaching of Human Rights.

THEORETICAL FRAMEWORK

For years, the prerogatives of the human being have tried to be considered in individuals, that is, to grant them the subjective guarantees that today are known as human rights. Respect for the rights of each person is a duty of all. All authorities within the scope of their powers, have the obligation to promote, respect, protect and guarantee them in favor of the individual (CNDH, 2017).

HUMAN RIGHTS PRINCIPLES

The principle of universality states that human rights correspond to all people equally; that of interdependence indicates that each one of the rights are linked to each other, in such a way that the recognition of one of them, as well as its exercise, necessarily implies that multiple rights that are linked are respected and protected; indivisibility refers to the fact that the enjoyment of human rights is only possible as a whole and not in an isolated manner, since they are all closely linked; while progressivity as a principle emphasizes that it constitutes an obligation of the State to ensure progress in the constructive development of rights, it also implies a prohibition for the State regarding any retrogression of the same.

THE THREE GENERATIONS OF HUMAN RIGHTS

According to the National Human Rights Commission (2017), these have been cataloged according to various criteria, so you can find classifications that take into account their nature, origin, content and the matter to which they refer. With a pedagogical purpose, they have been classified into three generations, depending on the historical moment in which they emerged or the recognition they have received from the States.

Some rights consist of limiting the intervention of power in the private life of people, as well as guaranteeing the participation of all in public affairs, the right to free expression or the right to property, the right to vote, to strike, to associate freely to form a political party or a trade union. Others try to promote real equality between people, offering everyone the same opportunities so that they can lead a decent life. Its function is to promote State action to guarantee everyone's access to adequate living conditions, the right to education, health, work, and decent housing (CNDH, 2017).

Finally, there are those who seek to promote solidarity between peoples and people around the world. Its function is to promote peaceful and constructive relations that allow us to face the new challenges facing humanity, the right to peace, development and a clean environment that everyone can enjoy. It must be noted that it is currently widely accepted to classify rights only as civil, economic, social, cultural and environmental (Martínez, 2012).

IMPORTANCE OF HUMAN RIGHTS EDUCATION IN HIGHER EDUCATION

The importance of addressing human rights in higher education was agreed in the 2001 Mexico Declaration, approved at the Regional Conference on Human Rights Education

for Latin America and the Caribbean; In this conference, it was recommended that universities develop human rights components from a broad perspective in all careers, regardless of their orientation, in all institutions classic and paradigmatic themes on rights must be proposed and include international humanitarian law (Magendzo, 2015).

TEACHING IN HIGHER EDUCATION

Currently, higher education systems are always under pressure to increase the quality of their teaching to the point that it has become a priority. It must be mentioned that quality teaching in higher education is the one that reaches the goals proposed for each of the areas of knowledge (Guzmán, 2011). One of the distinctive features of this educational level is to seek ambitious and profound learning results since it is already a terminal level of studies, where formal education ends; Regardless of the type of discipline or specialty, universities must train their students in high-level thinking and turn them into autonomous learners (Guzmán, 2011).

TEACHER TEACHING IN HIGHER EDUCATION

According to Díaz (2005), the continuous pressure on professors in universities results in the models not being applied when new ones are already being implemented, and this means that there is no educational model available that integrates an institutional vision and is not only parts of a whole, which the teacher often fails to understand. Although in the institutional discourse universities are changing, in practice this is not the case: in everyday teaching it is rare to see these changes and traditional ways of teaching and evaluating continue to prevail. Thus, educational reforms will hardly materialize if special attention

is not given to training and changing the pedagogical conceptions of teachers, since they are the ones who determine the success or failure of any educational innovation (Guzmán, 2011).

TEACHING STYLES IN HIGHER EDUCATION TEACHERS

According to Salmerón (2011), in general one can speak of three teaching styles:

a) Autocratic style: those teachers who decide on their own all the activities or tasks to be carried out, that is, they are the ones who make all the decisions, organizing and even distributing the activities, remaining distant from the group in carrying them out and evaluating them accordingly. individualized way.

b) Democratic style: teachers who plan in agreement with the members of the group, encouraging the group of students to discuss, decide, program and distribute the activities: they suggest various procedures; they participate as one more member and evaluate the results according to the group.

c) Style called *laissez-faire*: these teachers are characterized by a general lack of participation, staying on the sidelines as much as possible, leaving the initiative to the students, and only when their opinion is required, they intervene to give their advice.

PEDAGOGICAL MODELS

A model integrates a structure with several variables and explains the interrelationships between them; for it to work, it must have a sufficient approximation to reality and be objective (Gargallo, Garfella, Pérez and Fernández, 2010). Pedagogical models imply learning processes and how these are carried out, they are a generalized activity that

teachers carry out every day; These models must be articulated and based on theories that allow daily teaching activities to be carried out (Martínez, 2004). According to Jiménez (2007), in higher education, pedagogical models are made up of the teacher-student-knowledge triad. Currently, the current models in higher education focus on each of the processes mentioned above, since there are models focused on teaching, learning or training.

Teaching-centered model: within its main characteristics, knowledge is something that is built externally, the student's conception is not taken into account, and the interaction between teacher-student is minimal and unidirectional (Jiménez, 2007; Gargallo et al., 2010).

Learning-centered model: what is sought from learning is mental change, what is learned is expected to be used for life, the student is an active element and the teacher is a facilitator. In this model, the most important thing is to learn to learn and the particular learning styles and rhythms must be respected (Jiménez, 2007).

Model focused on training: the emphasis is not on the teacher or the student, but on the relationship between the two and they share some basic assumptions: theory and practice, classroom and society, history and project cannot be divided (Jiménez, 2007).

METHODOLOGY

The present quantitative research was carried out on the guidelines of methodologies in which the descriptive and quantitative stand out, as they are considered to be of greater importance in this aforementioned document. This study is carried out in theory and praxis at UNEZ. The aforementioned university has a population of 6,000 students and 173 teachers divided into three shifts. It has an educational offer divided into general,

economic-administrative, social sciences, engineering and nursing areas.

The sample unit will be teachers in the field of law and social sciences at UNEZ, and the selection will be aimed at all teachers who teach the subject of human rights. The type of sample is non-probabilistic, since the choice of the elements does not depend on probability, but on causes related to the characteristics of the research or who makes the sample (Hernández, Fernández and Baptista, 2010).

In quantitative research, the most used instrument to collect information is the questionnaire, which consists of a set of questions regarding one or more variables to be measured. In the case of this study, the aim is to measure the value of the teaching that teachers give to the subject of the human rights workshop, as well as to describe the type of methodology (style and model) used to teach it.

To identify the importance of teaching human rights in higher education to apply them in their social environment, the first five items are presented:

- I worry about how I can help students learn.
- I am concerned about how to cover the entire syllabus of the subject.
- I consider that the subject of Human Rights is a fundamental tool for the student's professional practice.
- Knowledge of the subject of Human Rights can guide students to solve some problems in their daily lives.
- The matter of rights is the fundamental basis of professional ethics

Regarding the style to which the teachers (subjects of study) are oriented, the typology presented by Salmerón (2011) will be taken into account: autocratic, democratic and laissez-faire. Likewise, the models referred to by Jiménez (2007) are taken into account.

The instrument was developed after reviewing the literature, this way the questions were structured with a Likert multiple-choice scale; then it was reviewed by experts in methodology to, as a final point, apply it to the already selected sample of teachers involved in the study. The instrument was applied individually to each of the teachers who were contacted by the researcher.

CONCLUSIONS AND RESULTS

In order to know the importance of teaching human rights in upper secondary education, the different teaching styles and pedagogical models that guide teachers were analyzed.

The aforementioned school is located in an area where socioeconomic conditions are at the expense of families, so the goal of the school is to show interest so that an important part of the state has access to quality education, and of course, with very affordable costs. The university has been providing services since 2011 and currently has quality teaching staff, which represents a fundamental part of the training of future professionals. This campus has a great work and social objective for which it does not intend to obtain profit.

As results of the study, reference is made to outstanding data that are described below: the sample of teachers who responded to the survey fluctuate between the ages of 30 and 62, where the male sex predominates (75%).

Most of the teachers (91%) are concerned about the way in which they can help students learn about the subject of human rights and consider the subject as a fundamental basis for their professional practice as well as for the formation of ethics of the same. This proportion of teachers also considers that knowledge of the subject of human rights can guide students to resolve some problems in their daily lives. Turning to teaching styles, in the autocratic model it was found that 100%

of the teachers surveyed estimate that their professional experience can help students understand the content of the subject; 16% responded that they totally agree to be the protagonist in class; and 100% deliberates that students must not be passive in class and only take note of what was explained to them.

In relation to the democratic teaching style, 91% of teachers are interested in knowing what and how students learn, they are also interested in students generating their own ideas and notes in the study room; while 100% ask their students about their experiences in order to relate them to the subject. Regarding the style known as *laissez-faire*, 66% of those surveyed consider that the knowledge acquired during the teaching of the human rights subject is not the responsibility of the students; 8.3% are not flexible in their lesson plans and do not adapt to the characteristics and interests of the students; and 91% mentioned reviewing assignments outside of class time when necessary.

Turning to the description of the pedagogical models used by the teachers studied, it was found that within the model focused on teaching, 91% consider that their knowledge is very important for teaching the subject of Human Rights; 50% consider that they must be strict with the planning and fulfillment of the study program of the subject compared to 41% who do not consider it necessary; 100% think that the interaction between teachers and students, as well as the opinion of the students, is very important in the teaching of rights; the same proportion do not consider that theory is more important than practice for the teaching of the subject in question.

Regarding the model focused on learning, 100% of the teachers believe that the student's learning must serve to interpret reality and must result in a mental change in him; 75% consider it relevant to negotiate aspects related

to the program of their subject with their students; 66% consider that the learning pace of the students must be respected; and finally, 91% assume that students must motivate each other.

For the model focused on training, 66% of those surveyed consider that the most important thing for learning the subject of human rights is the relationship that the teacher establishes with the students; 91% think that the teacher must pay attention to the personal development of the students; 100% believe that theory and practice always go hand in hand. Important differences were found regarding the idea that the teacher is only a measurer in the learning process, since 50% totally agree, 41% disagree and 8.3% are indifferent. One of the most important aspects is that 100% agree that family and society are an important part of the teaching-learning process.

The main conclusions of this research show that most of the interviewed population considers the teaching of human rights in higher education to be very important to apply them to their environment, since teachers are always concerned about the way in which they can help their students to learn, in addition to the fact that they estimate that the subject can favor to solve problems present in everyday life.

The teaching models to which teachers are oriented are mainly represented by the democratic model, since they are interested in knowing what and how students learn, they seek students to generate their own ideas, in addition to taking into account their experiences. In reference to the pedagogical models, no model was found more outstanding than another, since most teachers use techniques from each of them, and it is not located in a unique way in learning, training or teaching, but that you consider all these relevant aspects.

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