

## HEALTH, A VALUE OR A COMPETENCE?

ANTONIO VALIENTE BARDERAS & CARLOS GALDEANO BIENZOBAS

Faculty of Chemistry, UNAM, Ciudad Universitaria, México

### ABSTRACT

Health can be considered as a value, since it belongs to the category of life values, but can also be viewed as a competence and that can be taught. Health either a value or competence is very sought after by individuals and by society since a person, institution or a healthy country are more valuable than a sick one

In this paper we talk about how health education and its absence affects learning.

**KEYWORDS:** Health, Value, Competence, Learning

### INTRODUCTION

According to Max Scheeler, the value is not a thing, but something that adheres to the thing and therefore is a quality. The values are also independent of the amount, time and space. When is a thing valuable, when a picture is beautiful, or an act is right or is generous, regardless of space, time and the number. (Scheler, 2001).

On the other hand, values everywhere seem to be quite the same. There are no people in the world, neither civilized, primitive, modern or ancient, none, in which sickness is more valuable than health. There is no people, no antique or modern, neither indigenous nor urban, in which the cowardice is preferable to the courage. There is no village in which greed is preferable to generosity. And does happens because the values are at the service of life. Nobody lies because he feels strong. Those who lie, make it a weakness or by trying to become a force that they do not have. No one, naturally, is cowardly to feel better, nobody is stingy to feel strong, in the end, the most values reinforce our fullness of life as a whole, as a society.(Savater, 2000)

There are values that are called Vitals. Since they perfect man in his physical - biological, I have in common with other beings, such as animals. Here you will find values such as: pleasure, health, strength, agility, dexterity.

Health is very important, without it no one can efficiently perform their functions. Agility and dexterity, as well as the body strength are also desirable goods that can be purchased through a healthy diet, the practice of sport and Temperance in drinking and eating.

Health is considered as a value. A healthy people is more valuable than a sick one and everybody is willing to let go of what have for recovering health. Without it the other gifts of life seem dull. In order to recover the health not only the people, but Governments expenses enormous sums, because they realize that a healthy people are more productive and valuable than one sick, in addition the crisis due to the proliferation of pests and diseases can cause serious economic problems and even the isolation of a nation. Health depends a lot on education of a nation and the competent who are its inhabitants to stay healthy.

UNESCO, on the other hand defines competence as the set of socio-emotional behaviors and cognitive, psychological, sensory, and motor skills that allow to carry out adequate performance, a feature, an activity and a task.

Competition can be defined as, "the ability of an individual to make decisions, based on the knowledge, skills and attitudes associated with their formation, to solve the complex problems arising in the field of his active life as a member of a society". In the concept of competition we see that they overlap and integrate the emotional, the psychomotor and the cognitive knowledge in a new synthesis in the moment of carrying out the action, evaluation and reflection upon the action.

The competence of a person covers the full range of their knowledge, skills, attitudes and abilities in the field of personal, professional, and social, acquired through various channels and at all levels; from the basic to the most high and whose application translates into superior performance, which contributes to the achievement of its objectives.

The main axis of competency-based education is the performance as "the concrete expression of the resources which the individual brings into play when it performs an activity, and that puts the emphasis on the use or handling that , the subject must do what he knows, not of isolated knowledge, in conditions in which the performance is relevant". From this perspective, the most important thing is not the possession of certain knowledge, but the use that is made of them (Verdejo, 2006). This criterion forces educational institutions to rethink what they have commonly regarded as training. Under this view, to determine if an individual is competent or not, must be taken into account the actual conditions in which performance makes sense, instead of formal compliance with a series of a series of learning objectives that sometimes they have no relation with the context.

CBE (competency-based education) is based on a curriculum supported on competencies in a comprehensive way and in the resolution of problems. It uses resources that simulate real life, for example the analysis and resolution of problems, in a comprehensive way: cooperative work of the team, favoring the tutorials.

A curriculum for integrated professional competencies that articulates global knowledge, professional skills and work experiences, intends to recognize the needs and problems of the reality. These needs and problems are defined by the diagnosis of the experiences of the social reality and on the practice of the professions, disciplines and labour market development. This combination of elements allows us to identify the needs of the vocational training, from where it will come also the identification of the integral or generic professional skills essential to the establishment of the profile of the professional future will be oriented. The breadth of functions of a professional can be very large, which may make it difficult to reach an agreement between institutions and national and international programmes. But, recognizing the difficulty of reaching agreements on very specific skills, it is also clear that there are basic skills (which apply to all professions), a generic or transversals (which apply only to a family of professions) and a core of specific competences that give identity to the profession and which are applied to a wide range of situations and contexts, and which must be identified to ensure that they are covered within the curriculum.

The EU (Commission of European communities, 2005) defines key or basic competence as a combination of skills, knowledge and attitudes adapted to different contexts. Key or basic competences are those which all individuals need for personal development, as well as to be integrated as an active citizens in society . Key competences are those which allow individuals to adapt to a changing work environment and allow good results during the professional activity in different domains or social contexts. They constitute the key for the professional or functional workers flexibility by enabling their mobility, either within the same occupational field or to another field.

Basic skills should have been reached at the end of the compulsory or basic stage of education (at the end of high school) so that the person is prepared for their adult lives, but also give further develop through new experiences. Therefore, life is understood as a continuous learning process.

We must work with the Basic skills to ensure that students develop attitudes and procedures and at the same time develop the ability to adapt and cope with new situations in a positive way. The capacity of association and generalization of learning and of adaptation to different contexts is a key objective of the educational process. The incorporation of basic competencies to curriculum demands, to consider which are the key learnings that must acquire all the students in each of the stages, areas and subjects and set the necessary priorities among them (Tunning, 2003).

The following eight have been established as core competencies:

- Competition in linguistic communication. The use of oral and written language as a vehicle for learning, expression and control of emotions and behaviors.
- Competition in math. The utilization of numbers, basic operations, symbols, forms of expression and mathematical reasoning for the creation, interpretation and understanding of reality.
- Competition in the knowledge and interaction with the physical world. A competition that allows us to interact with the environment to predict consequences. And it also allows us to show care and respect for the environment to ensure its improvement and preservation, as a way to improve the conditions of life and others, as well as the rest of living beings.
- Social and civic competence: It is necessary to be able to put in the place of the other, respect differences of belief, culture and religion. Competition which serves to respect democratic principles, promote awareness of the democratic State, civic duties and participation that are active citizenship. It is a core competency that prepares the individual to live by accepting values and human rights, constitutional and citizens.
- Cultural and artistic competition. To learn to appreciate and respect the different cultural and artistic manifestations.
- Ability to learn to learn. Understand that learning is a constant necessity throughout life. Learn to face up to problems and seek the most appropriate solutions in each moment.
- Treatment of information and computational competence. Skills to find and transmit the information and transform it into knowledge. Access to information, use and transmission, as well as access to information and communication technologies.
- Autonomy and personal initiative. Ability to choose your own potions and take responsible initiatives, both on a personal level and in the social or labour. It involves working personal values such as dignity, freedom, self-esteem and the ability to face to the problems (Yaniz, 2005).

### Is Health Also a Competence?

Throughout the previous listing it can be deduced that health is a core competence since is related to the knowledge and interaction with the physical world. It is a competition that allows us to interact with the environment , to

predict consequences, to show respect and care for the person, to procure its enhancement and preservation as a way to improve the conditions of life of its own and of others and the rest of living beings.

It is say, a knowledge, skill, or attitude that individuals possess and which allows them to confront and resolve situations and problems in their benefit and that of society, If so, it should be possible to teach people to be healthy.

Apparently the ancient Greeks and Romans believed that it was possible to teach people to be healthy, as they said the maxim of "Mens sana in corporis sano" and therefore their youth were taught not only to be free citizens, but also to be strong and healthy through exercise and proper nutrition.

The schools and universities in England and North American in the 19th century rescued that ideal and included in it their curricula, from the kinder up to the University, so they included the necessary physical exercises to form a healthy and strong body next to the study of the other traditional disciplines (math, grammar, logic, rhetoric, aesthetics). In order that the exercises were more attractive for the students they invented sports that still attract, at present, the masses.

In many countries, the practice of gymnastics and other sports is common and mandatory at the level of compulsory education (primary and secondary), but also in the universities. It is true, that in these institutions the practice sports is encouraged, but without a sense of obligation.

Now, health is not obtained only through everyday gymnastics and sports practice, but also, through the teaching of social and personal hygiene, things that seem to have been forgotten in the universities. It is frequent to filthy students and teachers, trash-filled salons, services neglected and dirty, campa defaced and dirty.

Health begins Iso with good nutrition. In our campus is it frequent to observe students consuming junk food and soft drinks, and feeding on premises where food is of dubious quality (even students of medicine/chemical-biological sciences that should be the most conscious about the dangers of the intestinal infections come to those seedy premises), with the result that every time there are more students that are obese and suffer from gastrointestinal diseases.

Health also depends on avoiding the usage of drugs, but the students seem to ignore the serious dangers that come through the use of alcohol, tobacco, marijuana, or the new synthetic drugs.

Health also depends on healthy sexual habits (certainly there are campaigns that warn about the dangers of sexual diseases, but these are occasional programs that rely on humor and inclinations of the incumbent Government and not continuous health programs).

The physical and mental health also depends on the good habits of study and work loads imposed on the students. The University seems to assume that students know how to study and that they can devote to those duties hours without end.

Mental health depends on many factors such as to come or not from problematic families, inheritance, children's trauma, good or bad social practices such as stress, parental pressure, lack of opportunities, the scarcity of resources, etc. In universities there are increasingly more students with mental disorders.

Health also depends on the conditions in which the environment is. Today much emphasis is given to the ecology, but it is not regarded as a competition that we want to implant in all the students. This is even more serious in the chemistry-related careers, as ranges from the proper disposal of wastes in the laboratories, to, the treatment and care of the

air, water and soil and of the biological species. These techniques should be compulsorily taught in those careers.

As it is inferred from what was said, health is a value that is over all treasure and that depends on many instances so to preserve it . Health should necessary be teach in the schools and universities , so that individuals were competent in their management and conservation.

The teaching of this competition can be done through special subjets (environmental engineering, nutrition, etc.) but also through cross teaching so that in each and every one of the subjects an emphasis was made on the importance of health, its conservation and the techniques and behaviors necessary to do so. We must also indicate the importance of this competition through the mission, philosophy and institutional practices of the school, college or faculty, through the so-called hidden curriculum with support for the sport, good waste management, cleaning of rooms, bathrooms, nursing and support from psychologists and pedagogues.

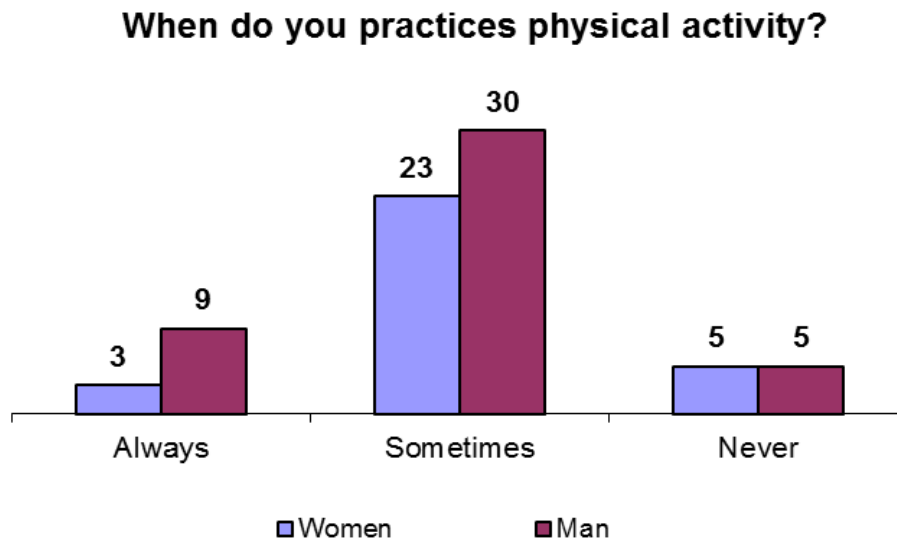
**Survey**

To know more on the subject of health among our students we proceeded to carry out a survey among a group of students from the Faculty of chemistry chosen at random. Polls said 75 students (a universe of 800) 59% of them male and 41% of them female. The questions on the survey are attached in Appendix 2. The survey was divided into several sections: sports, food, tobacco, alcoholic beverages and drugs, study and hygiene and safety.

The result of this survey is as follows.

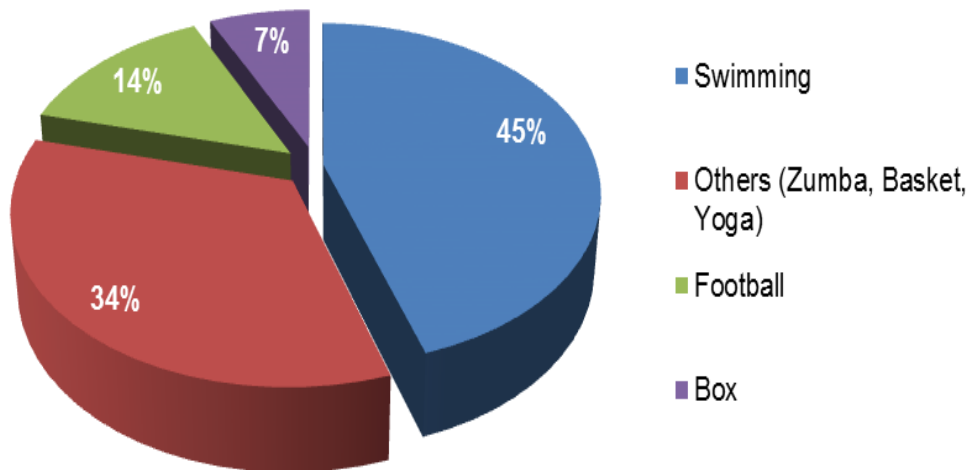
**Sports**

Most students do some sport, although because of the workload they can not practiced it continuously. (See Figure 1)



**Figure 1**

Sports That Practice The Students Are Varied, Prominent Among Them The Football. (See Fig. 2).



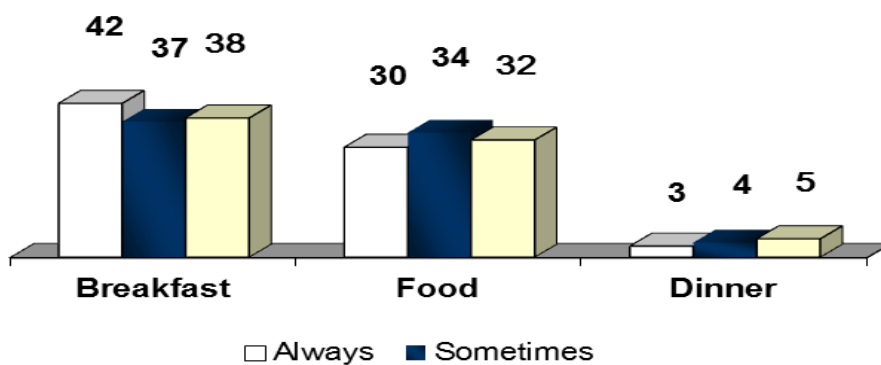
**Figure 2: Sports Practices**

95% of the students are aware that the realization of any sport is beneficial for their health and if they could they will do more sport.

**Nourishment**

The Faculty has a restaurant where at very reasonable prices students can purchase their food, however, many of them prefer to attend fast food restaurants and eat junk food. Surveys found that only few students have their full meals, possibly with deterioration of their health. See Figure 3

**Students taking complete their food**



**Figure 3**

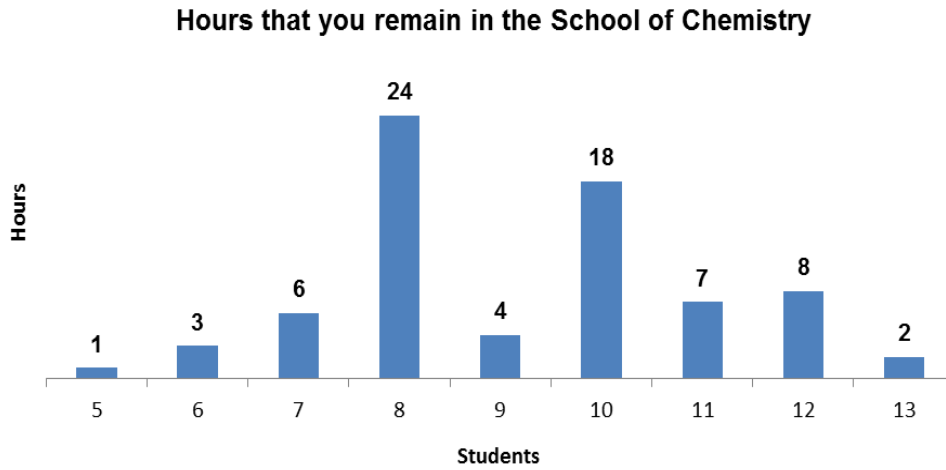
Only 48% of the students consumed fruits and vegetables daily, and 62% considered that they have good habits on food consumption. 72% is satisfied with his current weight.

**Tobacco, Beverages and Drugs**

The survey found that 18% currently smoke and 37% smoked ever. 77% consumed alcohol occasionally ,usually beers. 13% indicates that they took drugs once and 36% indicates that they have friends who take drugs.

**Studies**

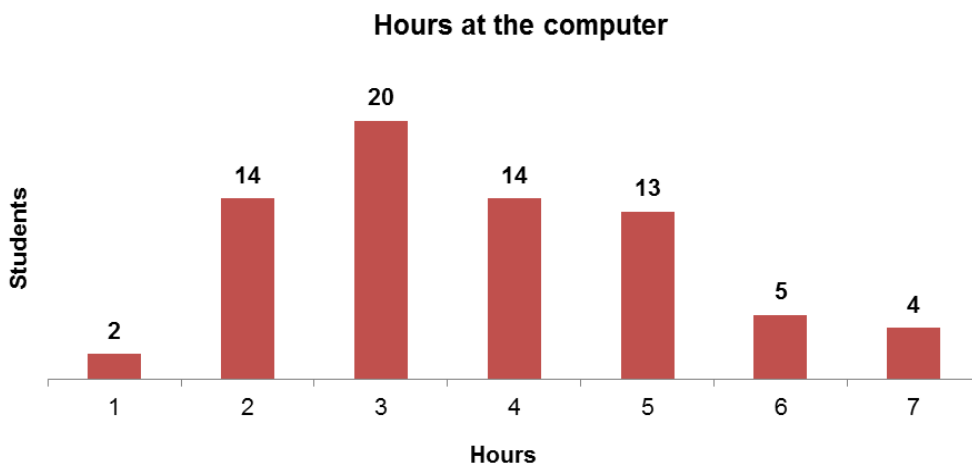
Students spend between 8 and 10 hours a day at the school taking classes, doing tasks, playing sports, making social life and other things. So they required full time. (See Figure 4)



**Figure 4**

Students devote too much time to computer, either to do their homework, information, chat with fellow, download music, etc.

See Figure 5



**Figure 5**

37% of students said to study all the time and the rest only during exams. .68% prefer to study at home because they indicate that there the environment is better and the rest prefer to study in the library. Only 38% of surveyed students indicated that the curricula have an excessive burden of work.

**Hygiene and Safety**

The survey shows that 47% of students get sick more than three times a year, mainly from flu and however they considered that the faculty provided adequate information and sufficient in relation to the problems of health and environmental.

81% considered that the school is safe, 68% that is clean and 88% that their companions are neat and clean.

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