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Emotional Development and Integral University Education

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Abstract: Currently university students live a series of problems, both external and internal to the educational institution that induce them to dropout school and/or poor academic performance and to highly vulnerable social development in the professional, work and even personal context. In the external context: violence, loss of values, injustices and even alterations in the order of the ecological system among others and in the context within the educational institution can be mentioned the low motivation of the student, the lack of knowledge of study techniques, the weakness of knowledge prior to the corresponding point of his school career, the low resilience to the changes presented in his personal context; factors (all of them) that keep him in a critical situation of stress. The purpose of this study was to analyse the need for an integral formation that can be implemented and endowed with socio-emotional tools to the student. Through the documentary analysis it is found that from the socioformation each one of the actors of the educational process must form a community in continuous learning that lives the elements of an emotional education that contributes to the social.

Keywords: *socioformation, emotional development, integral formation, tutorial action, emotional accompaniment.*

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1. Introduction

Given the global problem of violence, loss of values, injustices, acting with a lack of awareness of environmental conservation, the educational system in its various levels of life has tried to form the human being integrally. Specifically at the university level, it has long been evident the need to train citizens with social responsibility, citizens who contribute to social development in all areas: with their civic formation, academic, seeking personal and social well-being sustainable (García-Lirios, 2019; McLafferty et al. 2017).

Although at the university level this need becomes increasingly pressing, it is here that most students are in the transition from adolescent life to adult life, joining local and global citizenship. These educational institutions have traditionally privileged disciplinary training, this focuses on the cognitive development of people and leaves aside socio-affective training (Heras et al., 2016; Viva, 2003). Since much depends on socio-emotional development school success (Shafait et al., 1021).

As an example, in the Instituto Politécnico Nacional, despite the fact that the curriculum includes comprehensive training in (2004a), in practice there are no subjects that promote such training in a balanced and effective manner, even though graduates should be encouraged to achieve a profile of graduation with autonomy in learning, collaborative work where solidarity commitment is given for the successful achievement of a common goal, or social responsibility that allows you to pay to your own and social benefit for a quality life, among others.

In addition to this, within the university educational institution, students live in a stressful environment, a good number of them "try only to survive" subjects by factors such as lack of personal motivation and/or by the chosen professional career that does not meet their expectations, or a depressed state sometimes because they do not feel prepared for the demands that demand the disciplinary knowledge they must acquire, or because the events they face in their daily lives are frustrating their goals and desires.

Several studies have been conducted on these problems, with the consensus that events that transmit stress, crisis, frustration or depression affect the academic performance of students (Huamán et al., 2021; Viva, 2003; Zhengfa & Junheng, 2022), evidencing that the socio-affective dimension of the student has not been developed, and, this can be formed and matured through an emotional development that allows him to identify, control and regulate their feelings about these events and pay for their personal development (Pérez-Escoda et al., 2019), since this is closely related to human

development, the basis of all social development processes (Mulsow, 2008). However, we do not have a clear idea of what is understood as emotional development, leaving the intuition of the teacher the way to approach it.

2. Purposes

The purpose of this study is 1) to analyse the need for integral training in the university in a practical way, 2) to see the importance of addressing sustainable emotional development as a basis for the integral development of every citizen in its social and labor context, 3) to demonstrate how emotional education could be linked to integral training. Based on the socioformative approach.

3. Development

3.1 The purpose of education: the origins of integral formation

In 1972, Edgar Faure coordinated a report: Learn to Be. The education of the future. This report was sponsored by UNESCO. It presented the importance of education for the development of individuals and therefore of peoples in the relevant social context. The document showed the relevance of educating oneself throughout life with knowledge in constant evolution, keeping knowledge as a guiding thread (Sanz-Ponce & González-Bertolín, 2018). The report results as a consequence of the analysis of the international context, where the historical moment required a citizenry with knowledge to face the consequences of events such as wars, for example the Second World War where society had been physically and mentally affected.

In the case of the Second World War, seen as a catastrophic event, it affected the physical, emotional and mental health of the people who experienced the event, extending its effects and consequences beyond the borders of the countries that intervened in this situation. The immediate consequences were felt by the survivors and by the people who lived the crisis caused by what happened near and far. So learning throughout life with the emphasis on learning to be emerges as a need that could equip the individual with tools and strategies to learn to overcome and prevent the consequences of similar events. It became clear that emotions can develop, recognize, regulate and channel positively at every stage of life, the person grows and is educated from birth, grows and is always in a constant and continuous development to learn to be (Pérez-Escoda et al., 2012).

In 1996, UNESCO published a second report: Education holds a treasure. In this case we have one of the greatest contributions to education, the four pillars of education: learning to know, learning to do, learning to live

together (with others) and learning to be. Integral formation is again evident, but within a social context. Since personal development impacts human development, which is relevant for a social interaction that promotes the experience of values in that growth, learning to regulate emotions, something that can be done through the specific incorporation of the socio-affective dimension in educational institutions (Sanz-Ponce & González-Bertolín, 2018).

From here, the concept of competences as relevant and functional attitudes and performances within the different areas of knowledge begins to emerge. Various projects are carried out such as the Tuning Project in Europe, then the Alfa tuning Project in Latin America and the Caribbean, where universities investigate the competences that graduates of the different degrees must have. The research is carried out with the intention of forming the exit profile that the labor society requires in the corresponding context, through identifying skills through surveys to graduates, employers in the labor field, teachers and students themselves. This allowed us to have a diagnosis of the situation that prevailed within higher education institutions and abroad in the various labor fields (Aboites, 2010; García, 2007).

Among the competencies found for Latin America and to be promoted were social responsibility and citizen engagement, interpersonal skills, commitment to environmental preservation, among others (García, 2007; Hernández-Suárez et al., 2017). It can be seen that in the social context: graduates, people from the workplace, teachers and students themselves saw the need to combine the human dimension with the knowledge of the chosen professional career, showing (again) the need for an integral formation that formed beings sensitive to the social problems of the corresponding context, citizens who lived universal values for their own benefit and social development (Aboites, 2010; García, 2007; Hernández-Suárez et al., 2017).

Thus some universities gave a humanist approach to their degrees, introduced subjects in this area to the curricular project (Patiño, 2012; Programa de Desarrollo Institucional, 2019; Sesento, 2021). But in practice the teaching and learning process followed the tradition of just giving information. Other educational institutions in their educational model focused the process on student learning, trying to build on the development of competencies supported by the four pillars of education, in the administrative part of the educational community norms and guidelines were given to realize the project of an integral formation. Although it did not materialize in the classroom, only a few teachers were aware of this work and did not have the resources to do so (Instituto Politécnico Nacional, 2004b).

The third UNESCO report published in 2015: Rethinking education. Towards a universal common good? In this work they focus on the quality of education and its true effectiveness. It considers learning environments that foster greater justice, social equity and global solidarity. It builds on previous reports such as learning to be and the four pillars of education, incorporating elements for inclusion and non-marginalization. Education should promote the acquisition of skills, values of respect for life and human dignity necessary for interaction and harmonious social growth. This is how it is proposed that education aims at sustainable human and social development (Sanz-Ponce & González-Bertolin, 2018).

In each of the reports presented by UNESCO, integral formation is urgently needed, where all dimensions of being are formed in a balanced manner. In the social context in which the human being is immersed forever, there have been situations that stress the life of the citizen and his family: insecurity, family violence, poverty, inequality, etc.

Studies have shown that the human being is more emotionally unbalanced by catastrophic events such as wars, earthquakes, altering their feelings and emotions. Currently people's reactions to COVID-19 have also been affected positively or negatively (unfortunately more negative than positive), some became aware of protecting the environment, they acted in solidarity in support of people affected by unemployment due to the pandemic; However, there were other people who became depressed and reacted violently increasing domestic violence, in short, the populations have been affected emotionally (Orellana & Orellana, 2020).

By the various ways the pandemic has been lived, In Mexican universities, it has been shown that as part of the integral training, skills that promote social welfare and care for the environment must be incorporated in a sustainable manner and as an experiential culture.

3.2 The integral formation

To talk about comprehensive training at the university level, from the perspective of the student entering the university, it should be considered that this comes with the aim of training to practice a profession through the learning of the disciplines corresponding to the training area, which you will achieve through the learning teaching process with which you pursue your entire curriculum-academic career. Thus, the university must provide him with the means through his different functions normally of teaching, research and dissemination or extension of culture to achieve his goal and be a good professional (Escobar et al., 2010; Instituto Politécnico Nacional, 2004b).

In practice, the university provides a graduate profile which, within its training programmes, falls within an integral formation; the curriculum map is presented with disciplinary subjects, some with social and humanistic content. However, in the classroom the traditional way of imparting knowledge by the teacher is to continue providing information and that the student tries to apprehend it in a memoristic way leaving aside the socio-affective dimension in an experiential way. By not explicitly touching the emotional development, the human development of the student is restricted showing a great weakness in his professional formation. So, if the graduation profile is achieved, it is with great deficiencies, reducing the quality of his education as a professional and as a citizen.

The integral formation from the university must seek the harmonious development of all the dimensions of the individual. Citizens must be trained to contribute to sustainable social development, seeking quality of life, contributing to solving problems such as inclusion, poverty, environmental care for their own benefit and social welfare (Martínez-Iñiguez et al., 2020; Nova, 2017; Tobón, 2013). But this training cannot be done if each student acts alone. The university student is formed by social interaction with all participants in the educational community: leaders, support staff, teachers and students who perform their functions for their benefit. Within the institution, each member of the community learns from the other through and because of the social interactions it performs, so it is necessary to consider the community participating in a constant and continuous learning for personal development, social and common welfare.

On the other hand, socio-training seeks to train citizens who develop their talents, enhancing their virtues and transforming their weaknesses into useful tools for greater human development for the benefit of themselves and of the global society in a continuous and sustainable manner (Luna-Nemesio & Tobón, 2021).

Integral training that is sustainable from a socioformative perspective is characterized by considering the objectives of sustainable development, such as poverty reduction, zero hunger, health, well-being, education, affordable and clean energy, incorporating elements such as problem-solving in the academic, social, cultural context of the student, collaborative work for the achievement of goals for the common good, performance-oriented evaluation within a metacognitive process for continuous improvement. It is part of an ethical life project for the experience of values that guide the way people act, complex and critical thinking (Rodrigo-Cano et al., 2019; Martínez-Iñiguez et al., 2020).

It is noted that, to be able to pay tribute to some or several sustainable development goals, university students must incorporate emotional development to raise awareness of the general problems that afflict humanity, develop their talents and enhance their disciplinary knowledge so that they can apply them in practice.

3.3 The emotional education

It has been shown that emotional states caused by stress or fear provoke a series of physical events such as increased pulsations and perspiration affecting cognitive performance in the student. If the student gets out of control these sensations and cannot regulate them, it affects learning and memory, blocking the cognitive process; if this stress is prolonged for a while, it can affect the neurons of the person, damaging the structure that is essential to acquire knowledge and even physically damage it. Also, if the learning environment is conducive, it can provoke motivating feelings, positive attitudes that favor emotional activity that facilitate learning through self-motivation (Elizondo et al., 2018; Vivas, 2003).

If we now consider learning to be and learning to live together from the four pillars of education, personal and social development is given by the social interaction of the actors in the learning process. So emotions and their lifelong learning have taken on great relevance, there is a consensus that promoting people's emotional development impacts human development and learning processes, since every educational and formative process is a set of social interactions where there is an exchange of feelings and therefore of emotions, that if they are managed and regulated positively they facilitate the learning process and therefore the cognitive and socio-affective growth of people nourishing the integral formation (Barría-Herrera et al., 2021; Mulsow, 2008).

Emotional education can be defined as a continuous and permanent process that seeks emotional development that articulated with cognitive development constitutes the essential elements for the development of the integral personality in order to increase personal well-being sustainable and social development.

In Mexico, the Ministry of Public Education (SEP) integrates socio-emotional education as a structured model with: 1) Self-knowledge, 2) Self-regulation, 3) Autonomy, 4) Empathy and 5) Collaboration. A second model is presented by Bisquerra considering: 1) Emotional awareness, 2) Emotional regulation, 3) Emotional autonomy, 4) Social competence and 5) Life skills and well-being. In these models emotional competences develop from the recognition of one's emotional being and that of others, from which control

and regulation of emotions is taken to relate balanced with others, learn to be and live together in an interaction that involves social welfare (Cardoso-Hernández, 2020; Herrera, 2020; Oliveros, 2018). But one way for this to happen is for trained teachers to accompany their students emotionally.

3.4 The socioformation

Directs the development of human talent through an integral formation and for life, integrating in its origins the cognitive dimension and the socio-affective dimension impacting on the educational process through education centred on the being towards an integral formation, from an ethical project of life that from the beginning seeks in formation the balanced articulation of all the dimensions of the human being and that being regulated by the ethical project of life promotes the permanent and continuous development and growth of the human being (Tobón et al., 2015).

Socioformation considers various training scenarios under which the human being learns throughout his life: with the family, in school institutions, in social environments, and therefore does so with different resources and circumstances. Thus, in Educational Institutions, specifically in universities through the various learning units or subjects, learning (student-centred) is promoted through strategies in which the student must actively participate: learning through projects and/or solving problems of the context that bring him (to each person) to the real problems of his environment as a student and citizen (Ambrosio & Hernández, 2018).

Socioformation promotes that in the various learning scenarios the student becomes part of a learning community, in the school environment for example with teachers, managers, researchers of social interaction in the learning environment, acting in this way for the benefit of the community. Socioformation takes learning as a process of personal development achieving individual and social goals that allow coexistence, socio-economic development, environmental protection, pollution reduction and thus sustainable development (Luna-Cornejo, 2020).

It relies on information and communication technologies, adapting day by day to technological developments. on social media, the Internet of Things, among others.

In the student incorporates and makes own a metacognitive process that allows him to regulate, control, provide ongoing feedback for continuous improvement by taking control of their own learning and assisting their peers through collaborative work.

In these characteristics the socioformation has implicit the integral formation through the balanced development of the cognitive and

socioaffective dimensions. Thus, from the socioformative perspective emotional education is understood as the formation of skills that give a person the ability to identify and recognize their emotions and control their response, self-regulating them in situations which are not always positive but which help to face the challenges presented in the context. Tobón (2013), considers in his model of socioformative emotional education the structure: 1) Self-knowledge, self-regulation, self-esteem, social awareness and empathy, collaboration, resilience, decision-making and autonomy and perseverance. It maintains common points with the models mentioned above but complemented to contribute to sustainable integral development by considering social awareness and empathy with human beings and care of the environment.

4. Final thoughts

4.1 Integral university education

This goes beyond forming a professional profile for the labor field, it is a way of educating considering the person of the student in its entirety, focuses on the human being and aims to develop and enhance his talents in the context of the context where he lives so that he can impact with a better quality of life, personal and social well-being, building and positively transforming their reality and incorporating sustainable social development (Escobar et al., 2010; Martínez-Iñiguez et al., 2020; Nova, 2017).

But it is not enough to introduce more information related to emotional development or the human dimension into the curriculum, to effectively train the future citizen-professional aware of his social responsibility within and outside the labor field, the practitioner in training must in principle experientially learn to control their emotions positively. This can be achieved through socio-training since its formation is part of an ethical life project and takes as its core the development of human talent through the resolution of problems of the context, which may well be the social context, academic in which the student is immersed.

4.2 Sustainable emotional development

Any social development is affected by the impact of war, forced displacements, the migratory phenomenon or some "catastrophic" event, such as the current global crisis caused by the pandemic due to COVID_19, has caused each person to react differently, some experiencing anxiety, worry,

fear of their own physical, economic, mental and emotional health, of family, friends or acquaintances (Ribot et al., 2020). These states of stress and fear highlight the need to provide the human being with tools to be resilient, so that he can identify his feelings and emotions, regulate them and channel them positively.

So, it is necessary to implement emotional education in universities. Not as a "fashion" of the moment, but as a tool of the human being that allows him to get ahead before any present or future event in a socially responsible and sustainable way with himself, with its immediate social environment and its ecological context providing with its experiential experiences bases for the social development of future generations.

4.3 Socioformation, emotional education and integral formation

The integral growth of the human being is determined by social interactions within a learning community such as the educational institution. These interactions are regulated and guided by attitudes, behaviors and experiences resulting from positive or negative feelings and emotions that prepare or not a relevant and appropriate environment for the teaching and learning process. Therefore, teachers are required to promote as part of their academic purposes the skills that allow emotions and feelings to be identified, controlled and regulated. This allows the student not to be affected or have strategies to manage negative emotions such as depression, stress, anxiety, anger developing in a more balanced way the socio-affective dimension, the cognitive dimension (the corresponding disciplines) and based on the socioformation the metacognitive dimension, base of the continuous improvement and the own rhythm of learning, control and regulation for the continuous improvement of a conscious form. Thus, the student controls his own development and can emphasize its weaknesses for better social and professional growth and development. Thus taxing integral development: cognitive and socio-affective (Cornejo-Chávez et al., 2021; Viva, 2003).

5. Conclusions

1) Promoting comprehensive training based on current curricula in a large number of universities is in itself complex: the graduation profile guides the disciplinary content and analyses the need for comprehensive training in the university in a practical way, should not involve only social skills mentioned in the curriculum. It is also not enough to introduce subjects into

learning units. In fact, in order for the student to appropriate the necessary competencies in their training in each subject or learning unit, the goals or objectives of the socio-affective dimension must be specified so that each teacher plans and implements their strategies (such as emotional accompaniment) for the achievement of their goals from disciplinary and socio-affective knowledge.

2) Theoretical and practical knowledge of the socio-affective dimension can be built on the basis of sustainable emotional development as a good basis for social responsibility and therefore sustainable development. Thus connected emotional education with integral formation.

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