

DOI: <https://doi.org/10.63332/joph.v5i8.3137>

Capitalist Thinking in a Globalized Era: A View from Higher Education in a Latin American Context

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Abstract

Human beings are continuously influenced by different demands imposed by the socio-historical context in which they develop. In particular, world globalization and the market have established standards in different social and individual dimensions, such as in the economy, culture, politic and education, among others. This article seeks to develop a critical position toward the impact of capitalism and globalization in everyday life, based on the analysis of a diversity of bibliographical resources. Subsequently, mass-manipulative devices that promote symbolic violence such as linguistic control and the educational system gain importance. Thus, as a response non-parametric education and didactics as a medium of transformation and emancipation of the subjects thinking are proposed. To conclude, educational management, research and reflection as devices of empowerment for individuals are proposed, all of these from a place that approaches education from a contextualized, equitable and human perspective, beyond an instrumentalist and economist view.

Keywords: Globalization, Education, Capitalism, Educational Management, Research (UNESCO Thesaurus).

Introduction

Every era in history has been marked by diverse demands and movements; Zuboff (2020) points out that human beings are caught in processes of redefining their being and doing, with the objective of answering to the demands of the era in which they are immersed. In other words, human beings transform their identity and singularity with the intention of subsisting in the face of what their socio-historical environment establishes. In particular, the current era has established several modifications in everyday life under the effects of globalization and the influence of the market (Castro et al., 2022a). In other words, the consequences of globalization and capitalist thinking have been experienced in current reality on different levels, such as social, cultural, political, educational, philosophical, industrial, lifelong learning, amongst others.

The impact of capitalism in the process of the formation of human beings is highlighted in the previously mentioned, which as a pre-established norm, it has set educational standards and unified knowledge in pro of the market's benefit and the attainment of qualified labor (Giroux, 2013; Castro y Jessup, 2022b). Parting from the requirements of capitalism and globalization, linguistic control and the education system as devices of control and mass manipulation come to light. Through these devices, there is a surge in symbolic violence from the user, which makes

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them lose their essence with the objective of achieving adaptability in a socially imposed universality.

However, the educational space can be recognized as a place where the subject can develop their critical thinking skills and to establish actions that will allow them to detach from social, political and economic systems of mass control.

Having said the latter, when considering the proposals of Jessup et al. (2013) and Castro et al. (2022b), recognize that education on a global scale can become a medium for the fight and social emancipation, in accordance with the way in which the formative act is performed. In other words, education cannot be just seen as a system that perpetuates power over the population. Therefore, the use of Estella Quintar (2008) non-parametric didactics is highlighted; this proposal surges with the objective of achieving a contextualization within education that responds to the needs of the subject and their environment, where instead of establishing a homogeneity in the population, it seeks for the recognition of differences and the construction of knowledge from dialogue and encounter.

In the same way, recognizing the influence in the form of conceiving, functioning and structure of the educational system; there is an emphasis in the need of an educational management that is based in a humanistic approach and not economist; that values and empowers human beings and their identity, race, culture and other characteristics beyond the markets dynamic. The purpose of the present article is to reflect on the power and influence of globalization and capitalist thinking in the identity of subjects. In relation to the aforementioned, there is an emphasis on the need for the development of society's critical thinking from the educational system and nonparametric didactic. As conclusions of this writing, a change in education management is proposed, as well as research and reflection as devices to generate the fight for the subject's emancipation.

1. Capitalist Thinking in a Globalized Society

Society nowadays is mediated by several cultural phenomena that define its existence and everything that conforms it, particularly the effect of globalization on social constructs. Kohler (2005) and Castro & Jessup (2022) mention that globalization has made changes in human beings and the new knowledge society in general. Having said this, the aspects related to globalization, such as mass media, technological innovation, artificial intelligence, lifelong learning, scientific progress and the opening of new international trends, among others, have left their mark on the everyday life of the subject, to the point of establishing specific standards that determine the being and feeling even in the Latin American and global citizen context.

In particular, globalization, among its effects, has generated continuous competition, especially in economic issues (Castro et al., 2022b). This statement is supported by Acosta (2019) by detailing that the globalized world has defined new requirements and needs of diverse natures, including those related to the market. One of the most significant characteristics that define the daily life of the subject in a global and integral reality is the economic aspect and everything related to it. The aforementioned considering that at a social level, conventionalities are determined in relation to goods, services, income and even expenses that the citizen must reach in order to achieve a favorable lifestyle, as collectively recognized (Baudrillard, 2009).

This is how the perspective of capitalism in education gains power inside the State, which according to Gonnet & Abril (2018) is based on the tendency of taking the maximum economic advantage from the raise and accumulation of resources, goods and services. It is through a

continuous dynamic of investing and utility that a bigger achievement of economic benefits are looked for, which later shapes into a vicious cycle of spending and benefiting, trapping people. This affirms that the market is consolidated as a determining organism in human life; just like Giroux (2013) who recognizes that its power in human subsistence grows every day. Similarly, Baudrillard (2009) and Gonzalez & Rojas (2020) identify that the economic aspect transforms into a mass dominating being because of its influence on the social and humane. Pérez (2000) points out the existence of the international economy of Latin American countries who influence society. Meaning that there is a dependence on the market on the part of the subject from capitalist thought.

Subsequently, realities are born as expressed by Feenberg (2005), who details that in the field of industry, the search for greater production and profit stands out. For their part, Alonso and Fernández (2013) demarcate a social competitiveness in the face of the achievement of continuous consumption by the subject. In other words, there is a business philosophy in which the triumph lies only in attracting a greater number of consumers, in order to obtain an increase in profits for the company. It is even considered that the effect of the market and capitalism on the life of the subject is so great that it directly affects the education of the citizen.

Function of the Educational System from A Capitalist Approach

According to Bernal (2021) since the last century, one of the goals of the education system has been the formation of labor as a means to power the economic aspect. In the same way, Quintar (2008) and Castro & Jessup (2022) have established that the subject of education has been continuously mediated by the economy-based thinking of the era, with the aim of training the subject according to what they need to prosper economically. In other words, the formation of human capital is privileged, seen from the approach of labor and the professional market. When speaking of this type of capital, concepts such as that of Schultz (1968) are taken as a reference, who mentions that this includes all the knowledge that has an impact on the performance and productivity of the subject. The skills, knowledge, aptitudes, attitudes, soft and hard skills that allow the individual to develop a task are placed before other elements of their human formation.

The previous becomes an example of symbolic violence, which can be understood as the situation in which there is a dominating entity that restricts the essence of the other by imposing its power through various devices (Fernández, 2005). Therefore, considering that according to Moreno & Peña (2011) when adapting to certain formative demands, human beings have the tendency to lose their being. Taking the previous into the current context, supported by the need to develop a set of competences so that they can carry out certain activities (Saavedra, 2020), it could be said that we have reached an educational state in which the knowledge and actions of the citizen are affected, to the point that their identity becomes blurred in order to rebuild it to the liking of those in power.

On one hand we have the influence that manipulation of the hegemonic discourse of power and control has over the masses. Mera (2022) recognizes that linguistic activity is a means of great importance in social power systems; likewise, Gadamer (1998) mentions that through language an impact is generated on the subject and his behavior. As a consequence, we can infer from these authors that achieving linguistic control becomes decisive for systems of oppression and social manipulation.

Having said this, authors Hernández (2011), Vanegas (2015) and Castro & Toledo Sarracino (2024) point out that language is a way of constructing and understanding the universe. Del

Campo (2012) recognizes that through this, processes of social elaboration of thinking, feeling and living of people are established. In other words, language is one of the means by which the surrounding world is conceptualized and actions are generated, i.e., it is a window to the cultural construction of the individual and society. Therefore, it can be deduced that whoever has control over this linguistic capital will have power over the population.

The educational system is recognized as a device for the perpetuation of traditions of power and influence on the human being. According to Loaiza (2009) and Grisales & Zuluaga (2018), the current educational system revolves around forgetting the individuality of the subject in order to fit into a standardized training proposal, which arises as a response to external demands to the training process itself. Similar to Quintar (2008), who highlights the fact that recently one of the pillars on which education is built is not the subject, but the essence of economism. In other words, it is concluded that there is a behaviorist role from the authors that is assigned to education under a capitalist thinking of oppression, in which the interests external to the subject, usually related to the market, prevail over the training requirements of the student.

The Use of Non-Parametric Didactics, a New Approach at the Educational Process

Otalvaro & Muñoz (2013) point out the continuous use of traditional didactics in pedagogical processes of education, which focus their action on making the subject into what the marketing aspects need. For this reason, Cuervo (2021) identifies that conventional and classical educational methods are insufficient for what the individual really needs in their education. Thus, it is observed that these authors agree that the educational system is mediated by teaching and learning processes that, instead of nurturing, varying and changing in order to benefit the subject beyond job training, are stagnant in perspectives that are even unrelated to the educational system itself.

Based on Jessup et al. (2013), they recognize the educational system as a space for the formation of critical thinking in the face of reality and a place of emancipation in respect to the capitalist and hegemonic tendencies of the formation of the human mind. This acquires importance when recognizing the proposal of Giroux (2013), who details the need to change the social thinking that has governed the subject until today and transcend to a vision where the economy and politics are not the center of the human universe. Likewise, this would allow us to respond to Alonso & Fernández (2013), who establish an absence of criticism by the subject in the face of the reality in which they are immersed. In other words, it is argued that there is a shortage and need for the construction of educational spaces that allow the subject to develop a revolutionary thinking and stance towards the reality that surrounds them.

This is how non-parametric didactics, proposed by Stella Quintar (2008), emerges as a key element of the educational system in the struggle for the subject's self-determination. Specifically, Del Campo (2012) recognizes that this is constituted as a means to build educational moments that allow the rising up against oppressive control systems. Similarly, Bastidas et al. (2014) highlight the fact that through this type of didactics the subject is able to question his reality and think in a disruptive way of the socially pre-established schemes. Finally, Otalvaro & Muñoz (2013) mention that the essence of this didactic movement lies in the fact that the educational system becomes a space for social search and change. That is to say, non-parametric didactics are recognized as a means for the subject to develop a radical way of thinking about the universe and to act in relation to it, beyond of what is imposed from external instances based on traditional teaching methods.

Therefore, non-parametric didactics highlights the fact that it favors both the subject's own knowledge and that of the subject's surroundings (Loaiza, 2009). It also favors the collective construction of the self, through dialogue and the approach to the other (Ayala, 2014). The previous without forgetting that it is constituted from the contextualization of the education act and its design from the particularities of each human being. Consequently, non-parametric didactics becomes one of the devices through which the educational system can detach itself from standardized and uniformed teaching forms and policies, to become a space for the recovery of the subject's identity. Likewise, the use of this type of didactics allows the school to become an environment for the construction of knowledge, which, far from being encased in economist standards of production, is characterized by being the product of a social encounter between peers.

Cante et al. (2015), state that since the previous era, human beings have been separated from their particularity to immerse themselves in a collective equality. With what, Peñaloza & Quiceno (2016) and Plancarte (2017) agree, who recognize that from the political discourse, access to a generality and homogenization is intended, under the assumption of equality. Consequently, its non-parametric didactic work is envisioned since it allows education to reach the subject, not as a standardization entity that pretends that everyone receives the same service, but as a system that provides access to a real educational equity.

Finally, it is mentioned by Castañeda & Suarez (2018) and López & Zawady (2021) that equity is crucial for educational fairness because it manages to value and highlight the difference as a relevant input and fundament for the design and implementation of educational processes. It is recognized that equity in the educational field is not equal treatment for all members of a specific community, but, on the contrary as expressed by Briceño (2011), it refers to a treatment that starts from the recognition of what is different, in order to act in response to it. In other words, it refers to a formative process that takes advantage of diversity, race, culture, social class, religion and other particularities of each subject, in order to strengthen the teaching and learning processes of students.

Education Management Against Social Control Systems

From another angle of analysis, the role of education management in the achievement of an education system constituted from a critical perspective is highlighted. The previous from an epistemological current in which a reflective and analytical position is sought against the processes of control and social homogenization (González & Rojas, 2020). For this reason, it coincides with the approaches of Cejas & Robaina (2012) who recognize that the type of management developed has an impact from the structuring to the operability and objective of the institutions. That is to say that the accepted management processes should be considered as one of the decisive aspects in the achievement of educational systems that generate social movements against oppression.

Therefore, in accordance with the above, it is pertinent to retake the thinking of Cejas & Robaina (2012), who establish that, when speaking of management, a process is involved that is not only solidified in the technical, instrumental and industrialized. Contrary to the thinking of Feenberg (2005), who conceptualizes management from a mercantilist position based on the assumption of profit, production and dominance. In other words, we speak of management as a process in which management, production, marketing, administration, human resources and other elements that make up the dynamics of the company are thought of from a vision that does not only seek to exploit the subject in order to obtain numbers, figures and monetary value. Therefore,

juxtaposing this thinking in the educational environment allows us to see the student as a living being with training needs and deficiencies that need to be considered and solved by the education system.

This is where the study of organizations is positioned as one of the crucial elements to achieve a change in management thinking. For this reason, Rojas & Gonzales (2021) recognize that this type of study constitutes a challenge for those interested in knowing the organization and its management. A situation that in the case of education-based studies has proved to be useful (Ibarra, 2005). This allows us to regain the idea that what is proposed by epistemological positions from areas such as education management and organization, have influenced the way in which the latter responds to social requirements.

Consequently, the position of Rendón & Montaña (2004), who mention that the schools of thought on the organization and its management have advanced to a stage in which management recognizes and values the being of the individual. This, in contrast to a power system where the subject is the one who has to engage to a standardization of a citizen by the dominant power (Alonso & Fernández, 2013). In other words, the “management” has positioned itself in an approach where the human has acquired value over the material. This thought from an educational environment would later translate into recognizing the characteristics of the context and the subject in order to design, organize, develop and evaluate various processes that favor the act of teaching and learning, in addition to the development of a critical position towards reality.

The Importance of Research and Reflection in Educational Change

Finally, in accordance with what has been related so far, the work of research and reflection within the educational system is highlighted. The previous by considering the postulate of Castiblanco (2018), who mentions that changes in knowledge systems generate displacements in the educational system that require achieving an approach to knowledge that's not based on a relationship of consumerism and passive acceptance of content. This is agreed by Giroux (2013) who highlights the need to build an educational discourse that manages to problematize its social, cultural, political and educational environment. Alonso & Fernández (2013) detail that the topic of management is built by processes of continuous epistemological innovation on its contents and forms. The authors emphasize reflection and research as means to improve the formative work and everything immersed in it.

On the one hand, Elliot (2005) recognizes that research action should be one of the fundamental bases of the educational system. In agreement, Martínez (2014) and Cardozo (2021) detail that research on the educational reality is necessary in order to generate changes in the way education works and strengthen the results achieved from it. In summary, from the authors, it is possible to detail the decisive role of the development of research processes within the educational system, since they allow the observation, criticism, analysis, study and construction of knowledge and educational means and methods contextualized to each reality; in addition to becoming devices that manage to respond to the requirements that such realities delimitate.

On the other hand, reflection emerges as one of the elements that allow questioning, doubting and challenging of the educational context, in addition to being recognized as a basis for a different and emancipatory thinking that transcends the limits of the traditional and hegemonic. From authors such as Jessup et al. (2013), who highlight the need for a reflective positioning in front of the educational context and what happens in it. Similarly, Castro et al. (2022a) demarcate

the reflective act as one of the devices that should characterize educational action due to its impact on thought processes and the constitution of reality; as well as Fernández (2006) and Castro & Jessup (2022) highlight the importance of reflection as a response to the various movements generated in the educational system. In other words, reflection is given one of the leading roles in the educational task because it allows deep knowledge and change of the formative act and what is related to it.

In conclusion from what has been mentioned so far, it can be identified that the current reality is a changing entity, which is continuously influenced by various phenomena, including globalization, which in turn brings with it an economy-based vision of reality. At the same time, capitalist thinking is positioned as an omnipotent knowledge that everyone must obey and adapt to in many social and political fields. Likewise, situations emerge where symbolic violence is constituted as the basis for the imposition of power, and in turn, generate that aspects such as the particularity of the subject are blurred in favor of adapting to the social generality. It is there where the processes of development of critical thinking that must be promoted within the educational system in order to achieve the emancipation of the subject against oppressive systems are highlighted.

In particular, it highlights the role that education management can play in the fight against the industrialized posture and the economic thinking that have characterized training processes and the education system in general. Therefore, the need to rethink a contextualized management system based on the requirements of each educational environment is proposed. At the same time, research and reflection processes are supported as decisive aspects for the problematization of reality, its knowledge and possible change in the educational environment. And finally, it is considered that all of the above would favor the reconceptualization of the educational system in such a way that it is no longer seen as one of the instruments of control over the masses, but as a means for the construction of culture, identity and empowerment of the subject.

Conclusion

Today's society has been mediated by continuous phenomena that have generated that several of the spheres that make it up are transformed in order to correspond to the demands that these delimitate. Particularly, in the globalized era, one of the elements that has imposed itself over the others is capitalist thinking. Consequently, epistemological currents emerge in which the benefits of the market take precedence, even over the being of the individual.

This is how competitiveness is generated at the level of societies, companies and the individual, with the aim of seeking the greatest accumulation of capital. Consequently, discourses such as human capital are developed, in which, based on education for work, not only the individual is prepared for the development of a job, but it is intended, from this, to generate certain movements in the economic system and the market. This generates a symbolic violence due to instrumentalist training that affects the particularity of the subject, transforming it into a standardized specificity.

As a consequence, the exercise of power and manipulation of the masses is denoted by the educational system and the linguistic control of the discourse. For this reason, the need to generate emancipatory struggles against the hegemonic systems established for the control of the collective is born. It is there where the transcendence of critical thinking in the face of reality stands out, based on the postulates of non-parametric didactics.

Therefore, non-parametric didactics emphasize the rescue of the subject's identity. Likewise, this

current of thought emphasizes that it favors the contextualization of the education act in such a way that it transcends egalitarian thinking in the pedagogical field. Therefore, it can be affirmed that non-parametric didactics gives way to an educational equity characterized by an action in which difference is a starting point for educational improvement. In addition, it is thought that this type of didactics supports the construction of knowledge from dialogue and not from an external imposition.

Therefore, in this search for empowerment of the individual, the role of educational management is recognized; it is characterized from a perspective that goes beyond the administrative, industrial and economic. We propose an educational management that thinks of the educational system from a contextualized, equitable and human vision. In other words, that is constituted from the subject for the subject and its social and cultural environment. The aforementioned, considering that the functioning, structuring and objectives of the educational system vary according to the current of thought that characterizes the concept of management within it. So, if a change is desired in the way education and its role within society is viewed, one of the main realities to be affected is educational management.

Finally, the role of research and reflection in the process of seeking changes in the educational system is highlighted. This is due to the fact that through them it is possible to problematize, criticize and analyze the educational universe, which can result in the construction of pedagogical and didactic knowledge in accordance with the daily life of each educational act. In addition, it is recognized that through these devices it is possible to generate and evaluate transformations in education that allow the struggle against the supremacy and domination marked by globalized capitalist thinking. This without ignoring the fact that through reflection and research it is possible to enhance learning and teaching processes, as well as the development of critical thinking.

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