Práctica docente y ciudadanía en educación superior

Teaching Practice and Citizenship in Higher Education

Prática docente e cidadania no ensino superior

David Jasso Velazquez
Universidad Autónoma de Zacatecas, México
dajass971@uaz.edu.mx
https://orcid.org/0000-0002-8289-150X

Sonia Villagrán Rueda
Universidad Autónoma de Zacatecas, México
soniavillagran@uaz.edu.mx
https://orcid.org/0000-0001-5389-574X

Mónica Rodríguez Ortiz
Universidad Autónoma de Zacatecas, México
monipsic2017@uaz.edu.mx
https://orcid.org/0000-001-8268-1193

Resumen

El objetivo del presente estudio es determinar el grado de ciudadanía en los estudiantes de educación superior de la Unidad Académica de Psicología de la Universidad Autónoma de Zacatecas (UAZ), incluyendo la responsabilidad democrática, el respeto a las diferencias humanas y la convivencia y paz. El método fue cuantitativo de alcance correlacional y diseño transversal. Se aplicó un instrumento de elaboración propia denominado "Cuestionario de práctica docente y ciudadanía" a 106 estudiantes de la UAZ. Entre los resultados se encontró que existe una cohesión de fuerte a moderada entre las variables de los ejes Práctica Docente y Ciudadanía, ya que se observó una correlación por encima de 0.234, con una significancia menor a 0.05. Esto indica que si el docente se forma de manera

crítica, realiza valoraciones de los procesos de enseñanza y aprendizaje a través del diálogo, interactúa con otros docentes y construye y vive valores en su contexto educativo y social estará influyendo en la formación de un *habitus* ciudadano con su estudiantado, repercutiendo positivamente en la sociedad. Aquí se muestra que la docencia se encuentra totalmente vinculada a la conformación de prácticas de ciudadanía, lo que explica la relación contundente entre un docente preparado —que investiga, planifica y cuenta con una personalidad íntegra— y acciones de liderazgo de estudiantes capaces de solucionar y afrontar problemas y participar democráticamente.

Palabras clave: formación de docentes, enseñanza superior, liderazgo político.

Abstract

The objective of this study is to determine the degree of citizenship in higher education students of the Academic Unit of Psychology of the Universidad Autónoma de Zacatecas (UAZ), including democratic responsibility, respect for human differences and coexistence and peace. The method was quantitative with a correlational scope and a cross-sectional design. A self-made instrument called the "Teaching Practice and Citizenship Questionnaire" was applied to 106 UAZ students. Among the results, it was found that there is a strong to moderate cohesion between the variables of the Teaching Practice and Citizenship axes, since a correlation was observed above 0.234, with a significance lower than 0.05. This indicates that if the teacher is trained in a critical way, makes assessments of the teaching and learning processes through dialogue, interacts with other teachers and builds and lives values in their educational and social context, they will be influencing the formation of a citizen habitus with its student body, having a positive impact on society. Here it is shown that teaching is totally linked to the formation of citizenship practices, which explains the strong relationship between a trained teacher —who investigates, plans and has an integral personality— and leadership actions of students capable of solving and facing problems and participating democratically.

Keywords: teacher education, university education, political leadership.

Resumo

O objetivo deste estudo é determinar o grau de cidadania em estudantes do ensino superior da Unidade de Psicologia Acadêmica da Universidade Autônoma de Zacatecas (UAZ), incluindo responsabilidade democrática, respeito às diferenças humanas e convivência e paz. O método foi quantitativo com escopo correlacional e delineamento transversal. Um instrumento de confecção própria denominado "Questionário de Prática de Ensino e Cidadania" foi aplicado a 106 alunos da UAZ. Entre os resultados, verificou-se que há coesão forte a moderada entre as variáveis dos eixos Prática de Ensino e Cidadania, visto que se observou correlação acima de 0,234, com significância inferior a 0,05. Isso indica que se o professor for formado criticamente, fizer avaliações dos processos de ensino e aprendizagem por meio do diálogo, interagir com outros professores e construir e viver valores em seu contexto educacional e social, estará influenciando na formação de um habitus cidadão. com seus alunos, impactando positivamente a sociedade. Aqui se mostra que a docência está totalmente ligada à formação de práticas cidadãs, o que explica a relação contundente entre um professor preparado —que investiga, planeja e tem uma personalidade sólida— e ações de liderança estudantil capazes de resolver e enfrentar problemas e participar democraticamente.

Palavras-chave: formação de professores, ensino superior, liderança política.

Introduction

In recent decades, in Latin America there has been an important debate on citizenship education, that is, on the formation of citizenship skills in students at different levels. Terms such as citizenship, human rights, values, democracy, peace and the needs of society appear linked to academic training. However, in practice, these transcendental aspects are rarely taken into consideration by teachers, at least in an intentional and systematic way, throughout their teaching activity. In fact, in higher education it is possible to appreciate that teaching practices, largely delimited by the curriculum, do not respond to the type of comprehensive training that the subject requires or to the strengthening of humanistic and environmental approaches (Organization of the United Nations Nations for Education, Science and Culture [Unesco], 2017).

For J. Delors (1996), education, in order to fulfill the set of missions that society entrusts to it, must be structured around four pillars: learning to know, learning to do, learning to live together and learning to be. Unesco (cited in Benito, 2011) affirms that it is necessary to train people who exercise full citizenship and actively participate in social processes. In addition, promote "the strengthening of endogenous capacities and the consolidation in a framework of justice for human rights, sustainable development, democracy and peace" (p. 231). And finally:

> Contribute to protecting and consolidating the values of society, ensuring that young people are instilled with the values on which democratic citizenship rests and providing critical and objective perspectives in order to promote debate on strategic options and the strengthening of strategic options and the strengthening of of humanistic approaches (pp. 231-232).

Now, Bourdieu (1980) raises the idea that it is possible to form or configure a habitus from the putting into play of certain citizen practices: a) democratic responsibility, b) appreciation of human differences and c) coexistence and peace (Cox, Bascopé , Castillo, Miranda and Bonhomme, 2014).

In this sense, higher education professors who recreate a chair or a teaching practice where the following qualities are appreciated: a) knowledge of the subject, b) pedagogical abilities or skills, c) optimal interpersonal relationships, d) characteristics of a personality stable, e) relationship between teaching and research and f) teaching planning, they will be developing, as we said, a habitus in students that is ideal for exercising citizen practices (Bourdieu, 2005).

Taking into account the above, this paper aims to identify the attributes that characterize the teaching practice in higher education and how it is configured from a paradigm of committed citizen habitus. For this, the objectives of the study are the following:

- Identify the attributes that characterize the teaching practice of teachers of the Academic Unit of Psychology of the Autonomous University of Zacatecas (UAZ).
- Recognize the degree of citizenship in higher education students of the Academic Unit of Psychology of the UAZ regarding democratic responsibility, respect for human differences and coexistence and peace.

- Correlate teaching practice and citizenship practices in higher education students of the Academic Psychology Unit of the UAZ.

The paradigm of teaching practice and citizenship

There are complex interactions between culture, power, politics and education. The teaching practice, configured from personal styles, but also from reform processes resulting from educational policies, is closely linked to social phenomena. The teaching practice of higher education has a preponderant and direct impact on society because adult graduates are factors of change in their context, and carry much of what they have acquired in the classroom as part of their social and cultural capital. Precisely the relationship between higher education and society is currently being analyzed for three fundamental reasons: the exhaustion of the educational model, the formation of a new social framework of reference and the strategic role of knowledge (Villaseñor, 1997). The foregoing is explained as a result of the crisis of the modern project of education and society conceived in the 18th century in the West. This crisis puts the subject in a postmodern condition, which means that it is constituted as a remnant of political, social and cultural conditions that impose a distance that prevents the fulfillment of the objectives of modernity, among them, two of the most important, justice and equality.

Citizenship seems to be in vogue, to be a topic of discussion, because democracy is: there are concerns about its weakening and, at the same time, it is seen as the only acceptable political regime and social organization today. Likewise, the concern is due to the fact that new circumstances have appeared that affect the political and cultural framework in which it had been considered (Gimeno, 2002). The erosion of social rights due to the failed project of modernity has had the consequence that postmodernity as a social condition expands and thus leads to a regression of the welfare state, especially in the first two decades of the 21st century. The now neoliberal economic policies that have accentuated inequalities (unemployed workers living in poverty or extreme poverty, neglect of education and health, zero hiring, abandonment of peasants and indigenous people) have made us more aware of the urgent need to revitalize The residents' rights (Meza, 2019).

The crisis of the neoliberal project led to a social breakdown that affected both citizens and institutions. Some of the symptoms of this process are exposed Gimeno (2002):

The decline in participation, mistrust and disinterest of more and more individuals, given the distancing of politics from the problems that affect them on a daily basis, delegitimizes democracy as a form of government in public affairs. The appearance of social movements —such as the feminist one— highlight claims that denounce the breach of basic rights in large groups (p. 151).

However, it is also appreciated that citizens demand renewed attention due to the destabilization that their foundations are experiencing in the face of new realities, sometimes, and other times due to problems not adequately resolved (Gimeno, 2002).

It is essential that from school the ideology of behaving based on a supportive and not solitary freedom in which a constant is interdependence is founded, based on social processes that limit mixophobia and promote mixophilia (Bauman, 2017).

In order to live together, more or less shared political principles are required and citizenship allows legitimizing a way of exercising socialization within a legally regulated nation-state. Under this logic, the individual, as a citizen, can enjoy certain "privileges", such as equality, freedom, autonomy, justice and participation rights (Gimeno, 2002). The interest of this study in the citizenship construct lies in the fact that it implies the definition of the individual as a subject and that, at the same time, allows him to see him as interdependent, in relation to others, giving and receiving, which in turn implies an interaction inside the groups where practices of leadership, decision-making, communication and cohesion, founding elements of democracy, come into play.

The modern project, noble in its principles, under the utopia of the fundamental premise of the progress of humanity and the emancipation of ignorance, outlined a conception of the educated citizen who put reason before delirium and the right to abuse; in other words, it outlined a citizenship guaranteeing equality.

> What does this mean when the most evident from the empirical point of view are the dissimilarities between them? At school, as in life and in society, difference and inequality are factual, they belong to the realm of realities and facts that are given to us; the equality of citizenship belongs to the ideal, it is counterfactual, a noble myth, as Heater (1999) qualifies it. An imposing challenge calls us, then: that of the reconstruction of that counterfactuality to make it compatible with ideality. Faced with this mission, we are asked some questions that concern us: What power does institutionalized education

have to reverse the facts that in real society are contrary to the real model of citizenship? How to do it in what is feasible to act? What does equality mean next to the individual freedom and fraternity inherent in the idea of the citizen, when, subjected to the evidence of the factual, we see how the utopia of equality is abandoned? How to understand the forms of equality in the face of the evidence of difference and the values of individuality? (Gimeno, 2002, pp. 153-154).

And of course, to answer the above questions or concerns, it is essential to review what role teaching practice plays from the university in the formation of a subject with a citizen habitus.

Teaching practice in higher education. From traditional teaching to the formation of modern educational subjects

Educational institutions as pedagogical devices allow building forms of interaction and interdependence between the teacher and the students, as well as between students and students. Consequently, it constitutes the educational subjects, both the teacher and the student, to the extent that they occupy and make their own the meanings, norms and practices that the device, especially through the school institution, "institutes" for those places (Foucault, 2002).

Current devices, modern or postmodern, require a peculiar university teaching practice, sometimes demanding and demanding, in the sense that they request the following from the teacher:

- Knowledge about the subject.
- Pedagogical abilities or skills.
- Relationships.
- Personality characteristics.
- Teaching-research relationship.
- Teaching planning (Prieto, Mijares y Llorent, 2015).

Regarding pedagogical models or paradigms, they are characterized by three principles: ontological, epistemological and methodological, which delineate knowledge, research and practices in education. Therefore, every model implies discursive and practical aspects.

Traditional model

Educational processes revolve around the teacher. The student, for his part, plays a passive role. The form of work and organization is based on magistrocentrism (Abbagnano, 1994).

Active school model or new school

In this model, the teacher motivates the formation of a collective spirit. It is the teacher, through certain devices, and together with the school, who form a worldview that is necessarily built on the social relationship. The teacher adapts study methods and procedures to the characteristics of the students. He no longer rules the realm of prohibition for students, so they can act relatively freely. (Obregón, 2006).

Technocratic model

It is permeated by a paradigm of psychology called behaviorism. This model represented a technocratic conception applied to teaching. The incipient elements, at first, were initially used in the selection and training of military personnel. Subsequently, an educational proposal was articulated (Torres y Cobo, 2017).

Critical didactics

What is remarkable in this approach is the redimensionalization of the social aspects of teaching, since merely theoretical learning is considered insufficient. Emphasis is placed on social activity among all agents of the educational fact, which is a rich source of training experiences (Apple, 2013).

Constructivist model

Several theories converge in the constructivist model; three of the most important are: Piaget's psychogenetic theory, Vygotsky's sociocultural theory and Bruner and Ausubel's cognitive theory (Hernández, 1998). Constructivism, therefore, is a multiple, eclectic and, in that sense, complex unit. It can answer the questions: how to learn?, what to teach?, how should it be taught?, why teach certain content?, when to teach?, what, when, how to evaluate? It is not a perspective that indicates infallible recipes, but it does provide

some guidelines: starting from the level of development of the students, ensure the construction of significant learning.

Teaching practice is a social activity carried out by a professional to teach, which is determined by the social, historical and institutional context. The exercise of practice is, therefore, an important factor in education: it is the bridge that allows connecting the educational project with the social project. In this line of thought, it is assumed that teaching practice is a mechanism that empowers students from the classroom to exercise citizenship from its three spheres: democratic participation, respect for diversity and coexistence and peace.

Education and citizenship

Gimeno (2002) has proposed some reasons that are fundamental to relate education and citizenship:

- One of the first reasons has to do with the parallelism that exists between the creative capacity of education and democratic citizenship.
- Another would be that education provides principles and values consistent with citizenship. There is a long emancipatory tradition that constituted one of the great narratives of education, which, after a democratic orientation and with an ethical impulse, saw schools as agents for the improvement of society (Mora, 2012).
- Citizenship must be rebuilt, as a result of the emptying of powers from the classic political framework in which it was born and developed, within the political, economic and cultural frameworks of the globalized world.
- The fourth reason, to be educated or not, to be instructed or not, today becomes the key that allows the effective and real exercise of democratic citizenship (Gimeno 2002).

From the above, the following hypothetical approach emerges: the teaching practice constituted by a) knowledge about the subject, b) pedagogical abilities or skills, c) interpersonal relationships, d) personality characteristics, e) teaching-research relationship and f) planning, the teaching practice composed of these elements, we said, organizes or proposes the bases for the construction of democratic responsibility, appreciation of human differences and coexistence and peace, which translates as a capital of citizenship practices or, from Bourdieu, as citizen habits. Therefore, when teaching practices are forged from

what is closest to what should be, it promotes and fosters the configuration of a subject with full citizenship.

Method

To achieve the stated objectives, we worked with a sample of 106 cases: higher education students from the Academic Psychology Unit of the UAZ, from the state of Zacatecas, Mexico. The sample was obtained through a stratified random probabilistic sampling, corresponding to a population of 515 students. Of the sample, 23 (21.7%) are men and 83 are women (78.3%).

Regarding age, 74.6% of the sample is between 21 and 24 years old, while 25.4% ranges between 25 and 35 years old.

It should be noted that the Bachelor's degree in Psychology consists of 10 semesters. And of the cases studied, 16% are from the second semester, 40.6% from the eighth semester and 43.4% from the tenth semester.

Likewise, a 79-item instrument called "Teaching Practice and Citizenship Questionnaire" was designed with a Cronbach's alpha of 0.93, which suggests consistent reliability. The simple variables that constitute the measurement of the complex variable Teaching Practice are: "Knowledge about the subject", "Pedagogical abilities or skills", "Interpersonal relations", "Personality characteristics", "Teaching-research relationship" and "Teaching planning " (58 items evaluate the frequency and implementation of these variables); and the complex variable of Citizenship is made up of the simple variables: "Democratic responsibility", "Assessment of human differences" and "Coexistence and peace" (19 items evaluate the frequency and implementation of said variables). The ratio measurement scale that goes from 1 to 100 is used. It is necessary to point out that for the preparation of tables and graphs, each one of the items was recoded into different variables in order to limit them even more and, therefore, simplify. and improve analysis. In this way, ranks were attributed as follows:

- 1 = Very low, and brings together the score from 0 to 20.
- 2 = Low, and aggregates the score from 21 to 40.
- 3 = Medium, and aggregates the score from 41 to 60.
- 4 = High, and aggregates the score from 61 to 80.
- 5 = Very high, and brings together the score from 81 to 100.

The application was carried out in a group, in school spaces, and the consent of each of the participants was requested. After recording the data, frequency measurements were carried out, as well as Spearman's correlation.

Results

Teaching Practice Frequencies

Next, the frequency analyzes of the Teaching Practice component are presented. From the information obtained in Table 1, a calculation of multiple response frequencies is made by grouping all the variables of the Teaching Practices axis ("Knowledge about the subject", "Abilities or pedagogical skills", "Interpersonal relations", "Characteristics of personality", "Teaching-research relationship" and "Planning"). In this it is observed that 64.2% of the students perceive teachers as academics who carry out practices that show that there is a "high" and "very high" knowledge about the subject, which indicates that an appropriate selection of contents is made. considered as scientific, which encourage the learner to acquire concepts (principles, facts, laws), procedures (abilities and skills) and attitudes (values). Similarly, it is understood that the relationship between the contents and the levels of complexity are appropriate for the undergraduate level. Regarding the presentation made to the students, it stands out that the teacher uses projects, problems or centers of interest that are relevant to the students.

Tabla 1. Práctica docente

		Respuestas
		Porcentaje
Práctica docente	Muy bajo	11.8 %
	Bajo	7.3 %
	Medio	16.8 %
	Alto	32.2 %
	Muy Alto	32.0 %
Total		100 %

Fuente: Elaboración propia

When referring to the pedagogical abilities or skills that the teacher possesses, 63.2% of the students indicate that the teachers organize and manage the activities in the

classroom. Likewise, they guide and give meaning to learning and promote a socio-emotional climate. Teachers are concerned with exploring and activating students' prior knowledge. Students also mention that teachers support them in deepening and elaborating more complex and expert representations of the teaching and learning content.

Regarding the variable "Interpersonal relationships", which has to do with intimate/superficial relationships, personal/social relationships and even love relationships, 57% of the students indicated that the relationships are superficial, personal and harassment and bullying between them is avoided. teacher-student.

More than half of the students surveyed (67%) affirm that the teachers exhibit a personality with characteristics oriented towards extroversion, affability, uprightness, emotional stability and open to experience, which indicates that the personality characteristics contribute to good teaching practice. It is, therefore, an important element to consider as part of the analysis of the teaching task.

The teaching practice related to research is strengthened, according to more than 60% of the participating students, who express that teachers exercise their power to help them, that teachers continually analyze their life and professional project. Students perceive that teachers build their own school work with professionalism. Teachers build theories respecting the cultural womb, they build values, they bet on the affectivity of their students, they fight against the routine of daily practice. The students emphasize that they are trained with critical awareness. An intention on the part of teachers to update and enrich their teaching is denoted. However, the students surveyed affirm that teachers need to form thought groups with other research teachers.

Regarding the category "Teaching planning", 74% of the students mention that it is possible to distinguish that their teachers set objectives, organize the conceptual, procedural and attitudinal contents to make them accessible through didactic activities and implementing some resources (didactic) .

The results of the frequencies, in general, show that the students evaluate the teaching practice of higher education as very good and good, 64.2% of the students think so.

On the other hand, it is interesting to note that 35.8% of the young people chose the values "Very low", "Low" and "Medium" to evaluate the teaching practice, which indicates that the elements can be further strengthened in higher education teachers. that characterize teaching practice in higher education:

- Knowledge about the subject.

- Pedagogical abilities or skills.

- Relationships.

- Personality characteristics.

- Teaching-research relationship.

- Teaching planning.

Especially, the areas of greatest opportunity for teachers have to do with the variables "Teaching-research" and "Pedagogical abilities and skills", since in the measurement of these variables the results are concentrated between the range of "very low", "low" and "medium".

Citizenship Frequencies

Table 2 shows the results in percentages when grouping all the variables of the Citizenship axis ("Democratic responsibility", "Assessment of human differences" and "Coexistence and peace").

Tabla 2. Prácticas ciudadanas (Ciudadanía)

		Respuestas
		Porcentaje
Prácticas ciudadanas	Muy bajo	15.3 %
	Bajo	7.4 %
	Medio	13.3 %
	Alto	23.1 %
	Muy alto	40.9 %
Total		100.0 %

Fuente: Elaboración propia

It is observed that 64% of the students show a "very high" and "high" democratic responsibility. Therefore, students participate in making decisions; they have skills to promote discussions and reach an agreement avoiding losers, of using the vote to reach agreements.

In the complex variable "Assessment of human differences", 64% have "very high" and "high" abilities to confront discrimination through democratic mechanisms.

In the complex variable "Coexistence and peace", 64% state that they have "very high" and "high" abilities to peacefully resolve situations such as confrontations, fights, fights or altercations. Likewise, they have skills to preserve, save, conserve and assist people, living beings and the environment. This same 64% have "very high" and "high" emotional coping skills, such as empathy, trust, and anger management.

Although in general the citizenship practices in higher education students are "high" and "very high", it is necessary to highlight that 67.9% of the students do not make decisions in the groups in which they participate. In addition, 50% of students are not perceived as influential people and generators of a greater number of communications. And 57.5% have not been considered as group leader both in school groups and in others where they participate. It is concluded that it is necessary to strengthen democratic responsibility in young people.

Correlations teaching practice and citizenship

The correlations in table 3 show that there is strong to moderate cohesion between the variables of the Teaching Practice and Citizenship axis, since they all show a correlation above 0.234, with a significance of less than 0.05. Due to the type of variables correlated in each row of the table, it can be concluded that the teaching practice is closely linked to the formation of citizenship practices, that is, if the teacher plans, masters the contents, investigates, has a balanced personality, It will be fostering in the students practices of leadership, solution and confrontation of problems and democratic participation.

Tabla 3. Correlaciones entre variables de Práctica Docente y Ciudadanía

Variables	Coeficiente de Pearson	Sig.
64) En tus grupos te perciben como la persona más influyente y generadora de un mayor número de comunicaciones. // *49)* El docente forma conciencia crítica para el análisis de políticas, ideologías, paradigmas, enfoques, presentes o tácitos en el discurso y en la práctica.	0.234^{*}	0.016
65) Conduces a tus grupos hacia sus metas // *57)* El docente hace valoraciones de los procesos de enseñanza y aprendizaje mediante el diálogo entre los participantes del hecho educativo.	0.392^{**}	0
67) Recibes el apoyo de los miembros del grupo y tienes la capacidad de influir de forma positiva. // *50)* El docente forma con otros docentes investigadores grupos de pensamiento, elabora tendencias educativas pertinentes a su contexto.	0.343^{**}	0
68) Consideras que tienes la capacidad y disposición para ser portavoz a favor de otros. // *58)* El docente determina si los aprendizajes le han sido significativos y tienen sentido y valor funcional.	0.277^{**}	0.004
70) Consideras que tienes la capacidad y disposición para confrontar comportamientos sociales que separen y consideren inferiores a las personas por su raza, clase social, sexo, religión u otros motivos ideológicos. // *44)* El docente construye y vive valores en su continuo indagar en los escenarios educativos y sociales donde se desenvuelve.	0.250^{**}	0.010
71) Cuando se produce un enfrentamiento, una pelea, una lucha o una discusión, tienes la capacidad y disposición para resolver	0.282^{**}	0.003

de manera pacífica. // *16)* Otorga sentido a la actividad inmediata a partir de su relación con la actividad conjunta anterior.		

Fuente: Elaboración propia

In the correlational analysis, all the items of the Teaching Practice axis and the Citizenship axis were used; those that appear in table 3 are those with a higher positive correlation coefficient.

From the correlational analysis, the following assertions can be made:

a) When the teacher analyzes policies, ideologies, paradigms and approaches to enrich their own discourse and their own practice, the students appear within their groups as the most influential people and generators of a greater number of communications.

b) When the teacher makes assessments of the teaching and learning processes through dialogue between the participants in the educational event, the students manifest practices that lead them to lead the groups to which they belong towards their goals.

c) When the teacher works as a team with her peers, the students seek to receive support from the members of the groups in which they participate and have the ability to influence in a positive way.

d) When the teacher determines if the learning has been significant for the students and if they give it meaning and functional value, the students consider that they have the capacity and willingness to be a spokesperson for others.

e) When the teacher studies how to create and maintain a climate of respect, closeness and welcome in the center, the students consider that they have the capacity and willingness to confront social behaviors that separate and consider people inferior because of their race, class social, gender, religion or other ideological reasons.

f) When the teacher gives meaning to the immediate activity based on its relationship with the previous joint activity in their classes, the students have shown that if a confrontation, a fight, a fight or an argument occurs, they have the capacity and willingness to resolve peacefully.

Alluding to citizenship as an educational action allows us to understand elements of individualization and sociability in certain practices of culture and participation, that is, through citizenship it is possible to participate in institutions exercising one's own

autonomy, sociability (recognizing the rights that must be be respected) and social participation and insertion in common projects.

Discussion

Cañedo and Figueroa (2013) explain that the phase of planning and execution of teaching are the main elements that guide the teaching practice, but that both elements are constituted from the conceptions that the educator has of learning and teaching. Here, on the other hand, it has been found that the elements that stand out the most as part of the teaching work in higher education are research and teamwork to form thought groups, which encourages assessments of the processes of learning. instruction and acquisition of knowledge, this allows the development of educational trends relevant to the context of the students.

Like Torres, Yépez and Lara (2020), this paper wishes to highlight that teaching innovation in higher education schools is crucial and it is justifiable that it is currently a concern of governments due to the current situation of change. Likewise, it is recognized that said innovation must focus on producing improvements in learning outcomes and must be closely linked to the needs and challenges in the educational field. Therefore, the renewal of teaching practice must go hand in hand with the demands of learning in the 21st century.

According to Silva, Cristancho, Parra, Quevedo and Ródriguez (2015), to think of citizenship only as the exercise of political life would be to limit the concept. Traditionally, citizenship defined as political participation has been the predominant social conception. Analogously to what Silva et al. (2015) state, this study urges the educational community to build new meanings of citizenship and expand its scope of application, which offers the vision of a heterogeneous public sphere and of respect and affirmation of differences, and by extension, recognize the identities and differences, redistributive justice and democratic participation.

The profound changes in civilization in which we are immersed require that we rethink education and question ourselves about how to educate citizens today who can and know how to exercise their rights and who are not segregated or excluded from society. As Valcárcel (2004) does, here it is also specified that the link between democracy and education as an essential requirement of citizenship is imperative and necessary.

Educational institutions cannot remain on the sidelines of the social transformations typical of modernity, neoliberalism and globalization. The correlations addressed in the results section give us elements to understand how the formation of a real citizenship can be achieved from the teaching practice.

Now, considering the correlations made, there is a similarity with the study by Marí, Moreno and Hipólito (2016), who explain that citizenship is acquired progressively through its practice:

- Get involved in education and public affairs from an early age.
- Citizen education is transversal to the set of educational contents that are developed.
- Citizenship practice favors the active inclusion of people in various groups and institutions, participating in group life from individuality and respecting diversity.
- Participate in democratic forms of coexistence.

Citizenship education, both in higher education and in other educational levels, is not the exclusive responsibility of teachers (however, the role they play is central), but rather a commitment from society, politics and study plans and programs .

In the data obtained, it is identified that teachers implement a praxis characterized by a traditional education paradigm, since it is reflected that the student plays a receptive role, learning is rote and that the teacher intends to be the center of the classroom processes (Hernández , 1998). However, current educational policies require the development of a teaching practice based on a constructivist model.

One of the limitations of the research is that an analysis of the curricular principles of higher education was not contemplated, as well as of the curriculum of the Academic Unit of Psychology, this would have allowed us to specify how citizenship is understood from the "must be". and the influence that exists of study plans and programs with teaching practices as well as with the citizenship education of students.

Another limitation is that the point of view of the teaching staff was not considered to evaluate their own practice or the opinion they have about the elements of citizenship that can be observed inside the educational center, this would help to make a contrast between the teaching perspective and that of the students. , and thus generate a greater wealth of data and information.

Conclusions

The teaching practice permeated by a) knowledge about the subject, b) pedagogical abilities or skills, c) interpersonal relationships, d) personality characteristics, e) teaching-research relationship and f) planning is directly linked to democratic responsibility, the appreciation of human differences and coexistence and peace, that is, with citizenship practices or with a citizen habitus of higher education students. From the configuration and structure that a teacher develops from her work, she institutes a system of citizenship practices in higher education students.

Figure 1 addresses the most significant conclusions, since it synthesizes the simple variables, which are the most representative of the Teaching Practice and Citizenship categories.

Figura 1. Interdependencia entre la práctica docente y la ciudadanía
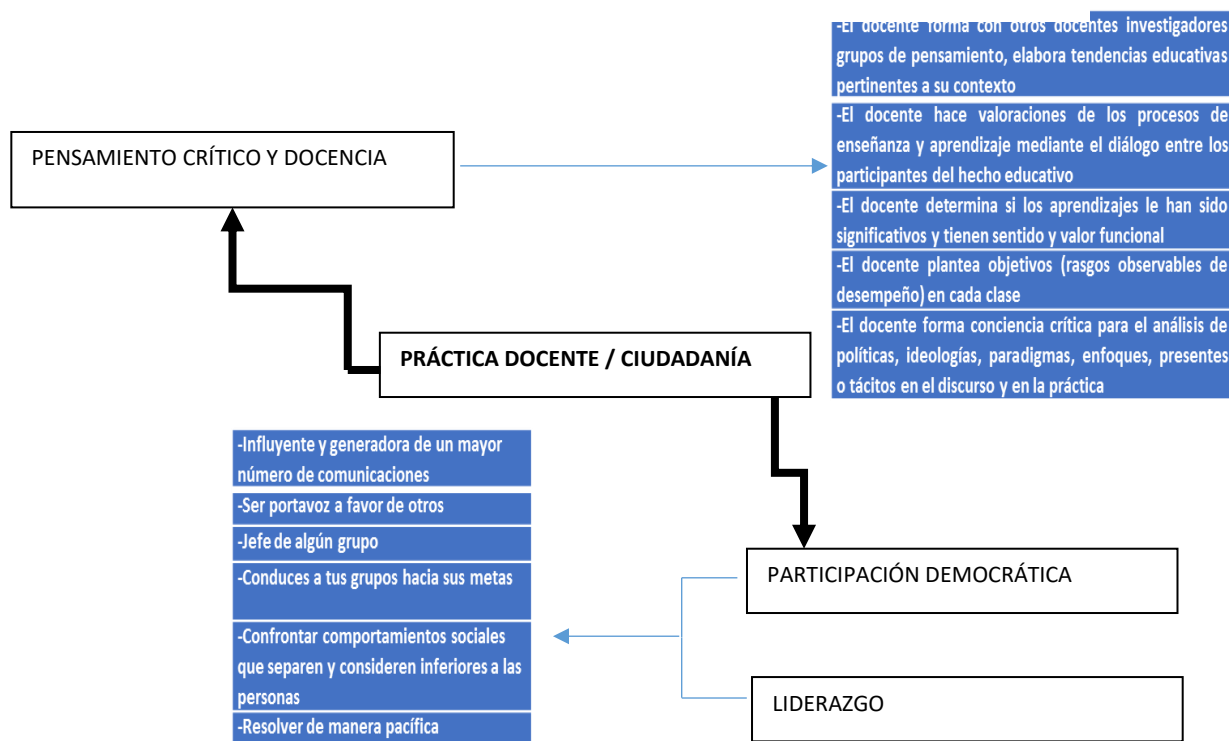
Fuente: Elaboración propia

From the configuration and structure of the teaching work from the principles of a model linked to the new and constructivist school, a system of citizenship practices is instituted, which are specified with actions of democratic participation and leadership.

The variable "Critical thinking and teaching", an essential part of teaching practice in higher education, is configured based on real and effective coordination with other

educators and the search for fidelity to a common project; the establishment of work groups and the realization of evaluations on the school reality; attention to the diversity of capacities, interests and learning rhythms, as well as the verification of the scope and achievement of the objectives, from a holistic and constructivist conception; the setting of objectives (observable performance traits) in each class, and the analysis of policies, ideologies, paradigms and approaches to precisely generate critical thinking.

When teachers bring the above variables into play, they create a structure that will allow students to execute citizenship practices focused on democratic participation and leadership, that is, there will be elements that will allow conditions to be established from higher education so that a citizen habitus in students, which would be characterized by the following practices: the student influences and generates a greater number of communications, is a spokesperson and is in favor of others, assumes and plays the role of responsible in some group, leads to their group toward its goals, confront social behaviors that separate and consider people inferior, and resolve problems peacefully.

In general, good citizenship practices were observed in the sample, however, leadership needs to be strengthened within the groups where they participate. Likewise, higher education teaching practices are good, but there is an area of opportunity in the teaching-research relationship and in pedagogical abilities and skills.

Likewise, it highlights that within the teaching practice, the teacher's critical thinking is closely correlated with the formation of this citizen habitus, but specifically with democratic participation and leadership. That is, higher education teachers, by creating and recreating their practice from critical thinking, directly influence the formation of citizen students who participate democratically and exercise leadership in the groups to which they belong.

Future Research Lines

In recent decades, due to the internalization of education in response to globalization, a curricular restructuring that takes up the principles of citizenship education has become necessary. Emphasis should be placed on the relationship between the curriculum of higher education institutions and citizen practices, but specifically with democratic participation and political leadership.

References

Abbagnano, N. (1994). *Historia de la filosofía* (vol. 1). Barcelona, España: Hora.

Apple, M. W. (2013). Creando educación democrática en tiempos neoliberales y neoconservadores. *Praxis Educativa*, *17*(2), 39-47. Recuperado de https://cerac.unlpam.edu.ar/index.php/praxis/article/view/777.

Bauman, Z. (2017). *Sobre la educación en un mundo líquido.* España: Paidós.

Benito, J. (2011). Ciudadanía, universidad y derechos humanos. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, *14*(1), 227-241. Recuperado de http://www.redalyc.org/articulo.oa?id=217017192018.

Bourdieu, P. (1980). Le capital social. *Actes de la Recherche en Sciences Sociales, 31,* 2-3.

Bourdieu, P. (2005). *Intelectuales, política y poder* (1.ª ed.). Buenos Aires, Argentina: Eudeba.

Cañedo, T. y Figueroa, I. E. (2013). La práctica docente en educación superior: una mirada hacia su complejidad. *Revista Electrónica Sinéctica, 1*(41), 1-18. Recuperado de https://www.redalyc.org/articulo.oa?id=99828325003.

Cox, C., Bascopé, M., Castillo, J. C., Miranda, D. y Bonhomme, M. (2014). Educación ciudadana en América Latina: Prioridades de los currículos escolares. *IBE Working Papers on Curriculum Issues*, (14). Recuperado de http://www.ibe.unesco.org/sites/default/files/resources/wpci-14-education_ciudadana_spa.pdf.

Delors, J. (1996). *La educación encierra un tesoro*. Madrid, España: Santillana-Ediciones Unesco.

Foucault, M. (2002). *Vigilar y castigar: nacimiento de la prisión*. Buenos Aires, Argentina: Siglo XXI Editores.

Gimeno, J. (2002). *Educar y convivir en la cultura global* (2.ª ed.). Madrid, España: Ediciones Morata.

Hernández, G. (1998). *Paradigmas en psicología de la educación*. Ciudad de México, México: Paidós.

Marí, R., Moreno, R. e Hipólito, N. (2016). Educación y ciudadanía. Propuestas educativas desde la controversia. *Foro de Educación*, *14*(20), 49-69. Recuperado de http://dx.doi.org/10.14516/fde.2016.014.020.005.

Meza, E. (2019). *Elecciones 2018 en México. Retorno al Estado de bienestar*. Zacatecas, México: Universidad Autónoma de Zacatecas.

Mora, D. (2012). Formación democrática y escuelas democráticas para la construcción de ciudadanía crítica. *Revista Integra Educativa*, *5*(2), 11-44. Recuperado de http://www.scielo.org.bo/scielo.php?script=sci_arttext&pid=S19974043201200020 0002&nrm=iso.

Obregón, N. (2006). Quién fue María Montessori. *Contribuciones desde Coatepec, 1*(10), 149-171. Recuperado de https://www.redalyc.org/articulo.oa?id=28101007.

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [Unesco]. (2017). *La formación inicial docente en educación para la ciudadanía en América Latina*. París, Francia: Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

Prieto, M., Mijares, B. y Llorent, V. J. (2015). Cualidades del docente para la planificación curricular desde la perspectiva de los propios docentes y de sus estudiantes universitarios. *REDU. Revista de Docencia Universitaria*, *13*(1), 157-179. Recuperado de https://polipapers.upv.es/index.php/REDU/article/view/6439/6504.

Silva, S., Cristancho, L., Parra, C., Quevedo, N. y Ródriguez, A. (2015). Ciudadanía juvenil: una breve revisión. *Diversitas: Perspectivas en Psicología, 11*(2), 273-288. Recuperado de https://www.redalyc.org/pdf/679/67944781008.pdf.

Torres, M., Yépez, D. y Lara, A. (2020). La reflexión de la práctica docente. *Revista Chakiñan de Ciencias Sociales y Humanidades*, (10), 1-18. Recuperado de https://www.redalyc.org/journal/5717/571763429006/571763429006.pdf.

Torres, P. C. y Cobo, J. (2017). Tecnología educativa y su papel en el logro de los fines de la educación. *Educere, 21*(68), 31-40. Recuperado de https://www.redalyc.org/articulo.oa?id=35652744004.

Valcárcel, A. (2004). *La política de las mujeres*. Madrid, España: Cátedra.

Villaseñor, G. (coord.) (1997). *La identidad en la educación superior en México*. Ciudad de México, México: Universidad Nacional Autónoma de México.

Rol de Contribución	Autor (es)
Conceptualización	(David Jasso Velazquez «principal»)
Metodología	(David Jasso Velazquez «principal»)
Software	(David Jasso Velazquez «principal»; Sonia Villagrán Rueda «apoya»)
Validación	(David Jasso Velazquez «principal»; Sonia Villagrán Rueda «igual»; Mónica Rodríguez Ortiz «apoya»)
Análisis Formal	(David Jasso Velazquez «principal»)
Investigación	(David Jasso Velazquez «principal»; Sonia Villagrán Rueda «apoya»; Mónica Rodríguez Ortiz «apoya»)
Recursos	(David Jasso Velazquez «principal»)
Curación de datos	(Sonia Villagrán Rueda «principal»; Mónica Rodríguez Ortiz «apoya»)
Escritura - Preparación del borrador original	(David Jasso Velazquez «principal»; Sonia Villagrán Rueda «igual»; Mónica Rodríguez Ortiz «apoya»)
Escritura - Revisión y edición	(David Jasso Velazquez «principal»; Sonia Villagrán Rueda «igual»; Mónica Rodríguez Ortiz «apoya»)
Visualización	(Sonia Villagrán Rueda «principal»)
Supervisión	(David Jasso Velazquez «principal»)
Administración de Proyectos	(David Jasso Velazquez «principal»)
Adquisición de fondos	(David Jasso Velazquez «principal»; Sonia Villagrán Rueda «igual»; Mónica Rodríguez Ortiz «apoya»)