

Translated from the original in spanish

Original article

Analysis of citizenship competences in students of Physical Education degree

Análisis de las competencias ciudadanas en estudiantes de Licenciatura en Educación Física

Análise das competências de cidadania em estudantes de Bacharelato em Educação Física

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Received: January 30th, 2020.

Approved: May 5th, 2020.

ABSTRACT

The objective of this article is to analyze the citizenship competences in university students from the Uniminuto Main Campus, Physical Education, Recreation and Sports Degree, in the city of Bogotá, Colombia. For this, the survey pedagogical practices for the development of citizenship competences was applied. It consisted of 29 items that include the integrative skills (three items actions), communicative (nine items democratic environments), emotional (seven items emotions and empathy) and cognitive (three items critical thinking), with a Cronbach's alpha of 0.73 for the total scale. The incidental sample consisted of 264 students in the last semester. The methodology is quantitative in nature and descriptive in scope. SPSS software was used for the study. The statistical analysis was carried out using descriptive statistical techniques. The main findings reflect that the critical thinking variables in the three items show low scores with respect to the arithmetic mean, while the variables of actions, emotions, empathy and environment show acceptable scores. It is concluded that the citizenship competences go beyond a simple citizen understanding and that they are part of an ethical, moral, professional and special character purpose that includes diverse views and ways of acting in this case in relation to the academic formation of the physical educator; this allows to form citizens with principles, values and sense of institutional belonging.

Keywords: citizen competences; Physical Education; Higher Education.



RESUMEN

El objetivo de este artículo es analizar las competencias ciudadanas en estudiantes universitarios de la sede principal Uniminuto, de la Licenciatura en Educación Física, Recreación y Deporte, ciudad de Bogotá, Colombia. Se aplicó una encuesta práctica pedagógica para el desarrollo de competencias ciudadanas. Esta constó de 29 ítems que incluye las habilidades integradoras (tres ítems acciones), comunicativa (nueve ítems ambientes democráticos), emocionales (siete ítems emociones y empatía) y cognitiva (tres ítems pensamiento crítico), con un alfa de Cronbach de 0.73 para la escala total. La muestra incidental estuvo conformada por 264 estudiantes de último semestre. La metodología es de carácter cuantitativo y alcance descriptivo. Para el estudio se utilizó el software SPSS. El análisis estadístico se realizó con técnicas de estadística descriptiva. Los principales hallazgos reflejan que las variables de pensamiento crítico en los tres ítems arrojaron puntuaciones bajas respecto a la media aritmética, mientras en las variables de acciones, emociones, empatía y ambiente presentaron puntuaciones aceptables. Se concluye que las competencias ciudadanas van más allá de un simple entendimiento ciudadano y que hace parte de un fin ético, moral, profesional y carácter especial que abarca diversas miradas y formas de actuar en este caso con relación a la formación académica del educador físico; ello permite formar ciudadanos con principios, valores y sentido de pertenencia institucional.

Palabras clave: competencias ciudadanas; Educación Física; Educación Superior.

RESUMO

O objetivo deste artigo é analisar as competências de cidadania em estudantes universitários da sede da Uniminuto, com diploma de Educação Física, Recreação e Esporte, na cidade de Bogotá, Colômbia. Para isso, a pesquisa foi aplicada a práticas pedagógicas para o desenvolvimento de competências de cidadania. Consistiu em 29 itens que incluem as habilidades integrativas (três itens ações), comunicativas (nove itens ambientes democráticos), emocionais (sete itens emoções e empatia) e cognitivas (três itens pensamento crítico), com um alfa de Cronbach de 0,73 para a escala total. A amostra incidental consistiu de 264 alunos no último semestre. A metodologia é quantitativa por natureza e descritiva no seu âmbito. O software SPSS foi utilizado para o estudo. A análise estatística foi realizada utilizando técnicas estatísticas descritivas. As principais constatações refletem que as variáveis de pensamento crítico nos três itens indicam pontuações baixas em relação à média aritmética, enquanto as variáveis de ações, emoções, empatia e ambiente mostram pontuações aceitáveis. Conclui-se que as competências de cidadania vão além de uma simples entendida cidadã e que fazem parte de uma finalidade ética, moral, profissional e de caráter especial que inclui diversas visões e formas de atuação neste caso em relação à formação acadêmica do educador físico; isto permite formar cidadãos com princípios, valores e senso de pertença institucional.

Palavras-chave: competências de cidadania; Educação Física; Ensino Superior.

INTRODUCTION

The educational life is linked to processes and complex procedures of the state educational system, with respect to the due follow up generated within an educational community, the citizen behavior of the Higher Education student is valued, where the



different forms, methods, strategies, behaviors and interactions that can be taken in class around a certain subject are put in relation; this with the follow up that is generated to give answer to the different behaviors and conducts adopted in the participation within diverse educational environments of class in the Higher Education (Borgobello, Sartori and Sanjurjo, 2018).

In this research, different behaviors adopted in various Higher Education classrooms are considered, being more precise under the University corporation Minuto de Dios (Uniminuto); likewise, as the different structured class environments allow to strengthen a perspective and identify the behavior, conduct and reflection in front of diverse activities, themes, works and knowledge that require their participation; this expresses the natural sense of the citizen competences, therefore, the (Ministry of National Education, 2014) sustains that,

"Citizenship competences are a set of knowledge, attitudes, and skills -cognitive, emotional, and communicative- that, when articulated together, make the democratic citizen willing to act constructively and fairly in society".

The additional citizen competence of being a conductive thread of a procedure that strengthens in the construction and contribution to society, enters in valuation the citizen participation. The previous thing puts in evidence the need to understand the citizen as an ethical-political being, this is, a being with participation, this intertwines in relation with (Ospina, 2008) who affirms that,

"The citizenship, which is a constitutional right, needs to be exercised from the respect to the law and the norms, fundamental axis of coexistence (p. 30).

Understanding the above, it can be inferred that the citizen is part of the world of reflection with a normative sense that leads him to make decisions of an ethical nature that allows him to strengthen a healthy coexistence, it is also necessary to understand this situation under the educational environments of Higher Education (Urrea, Bernate, & Fonseca, 2019).

In accordance with the previous section, it is necessary to understand the participation of the university within the role of the citizen competences, therefore, the function of an educational establishment is expressed which Cardona (2016) states that,

"the university has the function of forming the critical mass of the country, an objective that can only be achieved through open, flexible and interdisciplinary processes," (p.53).

This affirmation proposes to give a sense of critical reflection that results in the formation of citizens for the purpose of participation and analysis in every area of their natural life. Citizen competences in relation go beyond a single analysis of behavior and perspective that is based on a social good, according to García Rodríguez, & González Hernández (2014),

"Citizenship competences go further, aiming at the formation of subjects who know a concrete social reality, who internalize and understand the particular dynamics of their context" (p. 380).



This places it with the purpose of generating a general good, with respect to the need to locate a student perspective, the additional citizen competences seek to form participants with a sense of analysis and a critical sense of transformation and of acting constructively in their social, emotional, personal and political context as citizens (Padilla, 2011).

It is necessary to centralize and bring together the behavior and the vision that was held in the institutions of Higher Education in Colombia, in order to understand the situations, the means of participation and the regulations in which a class develops, as Martinez & Yara (2012) argue,

"In Colombia, civic education was a very early concern in our history, and students have had to learn, for almost 200 years, largely as a catechism that is memorized, the rules of civic conduct, while actual practices in school or society contradicted those rules" (p. 125).

This puts in relation the possibility of having a global view of an important component in Colombian society and education more clearly in the university, therefore, the citizen competence has several elements set in place to run and develop in the classroom as actions and skills; where the actions correspond to acting in accordance with state principles (MEN) and the skills are based on performance promoted through tools which are related to learning and proper education of a person, used in order to locate an ethical-political and participatory sense in society and the course of his or her life (Zambrano, 2018).

To conclude this section, it is worth mentioning the research background around the pedagogical strategies applied to the development of citizen competences in university students; according to Gonçalves and Marcos (2016), they understand citizen competences as a complex and measurable process that allows the human being to work with social abilities based on the experience of education. This proposes to identify citizen competences under analysis as the main axis of behavior as a citizen in the Higher Education environment, understanding integrated competences of actions, critical thinking, empathy, emotion and environment where the human being develops, interacts and therefore provides an execution.

On the other hand, Carvajal (2016) evokes the praxeological approach to the development of citizen competences and citizen training, based on an incipient and incident mechanism in the pedagogical task, formulated from Higher Education and developed in the children's classrooms. This is a pedagogical strategy that is very much geared towards the recognition of social needs in a non-conventional way, which invites in a double way to inclusion, innovation and the development of competences of a social nature.

Similarly, Maussa and Villarreal (2015) highlight the importance that students give to the processes of political culture formation, in interdisciplinary curricular contexts aimed at strengthening the commitment of citizens in the construction of a culture of participation, coexistence and peace. Finally, Zambrano (2018) argues that there are significant differences in favour of students who used recreational and constructive pedagogical practices for the development of citizenship competences.



MATERIALS AND METHODS

Participants

The sample in this research was incidental, of 264 students in the last academic semester of the Degree in Physical Education, Recreation and Sports, of which 174 were male (65.91 %) and 90 females (34.09 %) (Figure 1), with ages ranging from 25 years (32.6 %); 26 years (17.4 %); 27 years (26.9 %) and 28 years (23.1 %). With regard to the socioeconomic stratum, the majority of the population is from stratum three (79.4 %), followed by stratum two (18.1 %) and stratum four (2.5 %).

The students who took part in this research belong to the University Corporation Minuto de Dios, Uniminuto Main Campus, Bogotá Colombia. It should be noted that the predominant gender in this degree is male and with respect to the sociodemographic stratum it is three, which is why the students of the university have a fairly basic economy and their economic resources are limited.

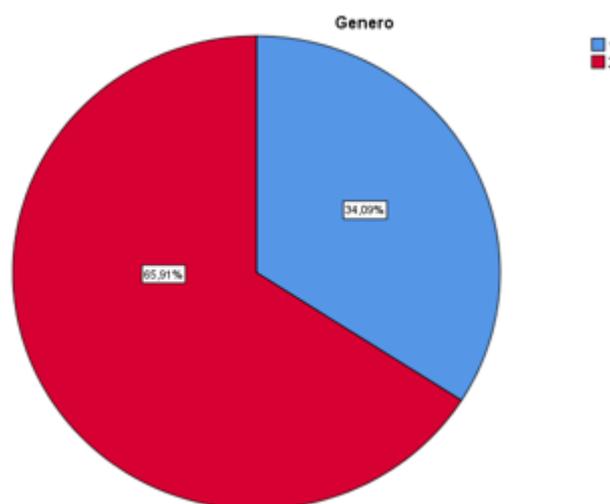


Fig. 1 - Gender percentage

Instrument

The instrument used is the survey "Pedagogical practices for the development of citizenship competences" created by Zambrano (2018). It consists of 29 Likert-type items that include the integrative competences (three items actions), communicative (nine items democratic environments), emotional (seven items emotions and empathy) and cognitive (three items critical thinking).

The response format was by means of a Likert type scale with five response options: (1) Completely disagree, (2) Partially agree, (3) Undecided, (4) Agree and (5) completely agree.



Procedure

For the collection of the data, the participants were informed about the nature of the research, and permission was requested from the teachers and students. A consent form was provided to randomly selected participants, requesting their consent to participate in the study. The objective of the survey and the variables were explained on the day of the application. Each student had 45 minutes to answer in a self-administered way.

The statistical analysis was carried out by means of the SPSS 23.0 program, an analysis of the reliability of the instrument was made, the descriptive statistics of the variables and dimensions of the study were calculated taking into account the mean, standard deviation and variance, to later carry out the discussion and draw the conclusions of the study.

RESULTS

In order to make an analysis of the reliability of the instrument applied to the 264 students, an adequate reliability of the total scale is evidenced (,734). This determines that the information collected is reliable since it is demonstrated in the validation of the instrument used in the research, based on the resultant higher than 0.7 reliability. This means that the information provided is reliable for the research (Table 1), (Table 2) and (Table 3).

Table 1. - Instrument reliability

| Total Scale | Alpha de Cronbach | Element number |
|-------------------|-------------------|----------------|
| | ,734 | 29 |
| Actions | ,723 | 3 |
| Emotions | ,611 | 7 |
| Empathy | ,679 | 7 |
| Environment | ,867 | 9 |
| Critical Thinking | ,796 | 3 |

Table 2. - Instrument dimensions and items

| Variables | Items |
|-----------|---|
| Actions | 1: True communication is that which occurs by listening to the arguments of others, without imposing one's own. |
| | 2: I like to participate in class to make my views known on the topic being developed. |
| | 3: If I notice that my opinions are not being heard, I insist that my classmates and teachers know about it. |
| | 4: I don't mind losing control when I have a lot of anger. |
| | 5: My actions can affect the people around me. |



| | |
|-------------------|---|
| Emotions | 6: I think it is important to take a critical stance in situations of sexual discrimination |
| | 7: It is important to identify the emotions that make it difficult for me to empathize with a fellow competitor |
| | 8: Dialogue is a strategy of conciliation that allows agreement to be established between the people involved |
| | 9: The offenses are a lack of respect for the dignity of other people. |
| Empathy | 10: People must control their impulses when they are presented with unfair situations in their daily lives. |
| | 11: It is easy for me to notice what other people are feeling (anger, joy, sadness and fear) around me. |
| | 12: When a classmate is rejected I feel bad; I help them by including them in my study group. |
| | 13: When a classmate is in trouble I take action to help him or her. |
| | 14: When my classmates tell me about their problems I am indifferent |
| | 15: When I see cases of human rights violations on television, I try to put myself in the place of the affected person. |
| | 16: When I communicate, I prefer to do so with gestures to express my feelings of respect and love for other people. |
| Environment | 17: I feel better when I help people than when I ignore them. |
| | 18: It is important that teachers stimulate democratic relations in the classroom. |
| | 19: It is important that the teacher provides an adequate environment to achieve the proposed objectives. |
| | 20: It is important for the teacher to consider the opinions of his or her students. |
| | 21: I value the importance of rules that make possible the preservation of cultural differences and regulate our coexistence. |
| | 22: Constructive dialogue and a climate of trust between students and teachers promotes learning. |
| | 23: University students learn in an active way, making it possible to know their interests. |
| | 24: The construction of rules among everyone favors healthy coexistence. |
| | 25: The classroom environment favors the acquisition of habits of group living and respect for others. |
| | 26: The teacher must be coherent with what he or she says and does. |
| Critical Thinking | 27: When a teacher places a topic for consultation for the next class, I am interested in doing so, even if it is not qualifying. |
| | 28: When the teacher delivers the qualified work and you did not develop it, I solve it by lying, the important thing is to win the subject. |
| | 29: When a classmate doesn't do his or her own work, I explain it to them without taking into account the reasons for their irresponsibility. |

Table 3. - Descriptive statistics of the variables



| | N | Minimum | Maximum | Mean | Deviation |
|--------------------------|----------|----------------|----------------|-------------|------------------|
| Actions | 264 | 4,33 | 5,00 | 4,6768 | 0,64 |
| Emotions | 264 | 3,86 | 4,71 | 4,2971 | 0,69 |
| Empathy | 264 | 4,29 | 4,71 | 4,4675 | 0,71 |
| Environment | 264 | 4,33 | 5,11 | 4,8794 | 0,73 |
| Critical thinking | 264 | 2,33 | 4,67 | 2,9956 | 0,68 |
| N valid (by list) | 264 | | | | |

When analyzing and interpreting the data provided by the application of the instrument to the last semester students, it can be seen that the actions referred to in the item relate to: true communication is that which is produced by listening to the arguments of others, without imposing one's own, I like to participate in class to make known my points of view on the subject being developed and if I observe that my opinions are not listened to, I insist that my classmates and teachers know about it; it was evident that sometimes they manage to comply with this item in addition to presenting a low standard deviation which indicates that the data are dispersed and close to the average which is equivalent to 0.74 being one of the lowest.

As for the item of *emotions understood by the variables*: I don't mind losing control when I have a lot of anger, I think it's important to control anger and emotions so as not to hurt other people, I manifest anger when a colleague is attacked and does nothing to get even, my actions can affect the people around me, I would like families to stop unfair punishments and work for solidarity among their members, I think it is important to assume a critical position in the face of situations of sexual discrimination, it is important to identify the emotions that make it difficult for me to feel empathy for a colleague who is competing with me for a scholarship, dialogue is a conciliation strategy that allows agreement to be established between the people involved and the offenses are a lack of respect for the dignity of other people, people must control their impulses when unfair situations arise in their daily work; this variable had a standard deviation of 0.69 being the second highest, which evidences that students try to manage it within their competence.

As for the *empathy item* determined by the following variants: it's easy for me to realize what other people feel (anger, joy, fear) around me, when a peer is rejected I feel bad, I help him/her by including him/her in my study group, when a peer suffers problems I take actions to help him/her, when my peers tell me their problems I am indifferent, when there are conflicts between my parents I look for ways to solve them, When I see cases of human rights violations on television, I try to put myself in the place of the affected person, when my neighbor tells me about her family problems, I help her by proposing various alternative solutions, when I communicate I prefer to do so with gestures to express my feelings of respect and love for other people, I feel better when I help people than when they ignore them; this item had the highest standard deviation among the others since it registered a standard deviation of 0.68, showing that they achieve it quite a few times.

In the item of *environment*, which had the following variants: it is important that teachers listen to the opinions of students, stimulate democratic relations in the classroom, provide an adequate environment to achieve the proposed objectives, and



consider the opinions of their students; the importance of rules that make possible the preservation of cultural differences and regulate coexistence, constructive dialogue, and a climate of trust between students and teachers also favors learning. University students learn in an active manner, making it possible to know their interests. The construction of rules among everyone favors healthy coexistence. The classroom environment benefits the acquisition of habits of living together in a group and of respect for others; teachers, therefore, must be coherent with what they say and do.

Finally, in the item of *critical thinking*, which had the following items when a teacher places a subject for consultation in the next class, I am interested in doing so, even if it is not classifiable, when the teacher delivers the qualified work and you did not develop it, I solve it by lying, the important thing is to win the subject, when a colleague does not do his or her own work, I explain it without taking into account the reasons for his or her irresponsibility; this variable presented a standard deviation of 0.71 which is low, meaning that these data are close to the average, and therefore show that they try to apply it to this item.

DISCUSSION

The civic actions of the students include the behaviors adopted in the classroom environment with respect to the obligations, competences and behaviors taken with respect to any type of activity or subject that is implemented in the classroom; this leads to the identification of a view of citizen behavior in formation with high levels of curricular support for their personal and professional growth. The actions refer to very similar behaviors according to the arithmetic mean in individual attitudes such as ethical-professional behavior that discriminates and leads to other actions in a natural way that compensates a healthy process of teaching and learning; this is reflected according to Padilla (2011),

"It is important in this competence to be self-critical, understood as the capacity of objective reflection that every person should have on their behavior and its consequences" (p.200).

Taking into account the previous one, it is extremely important to understand the individual reality of the student in which he or she carries personal and professional responsibilities.

On the other hand, the emotions as regulating entities of the state of mind and the different behaviors that the student can adopt in relation to his daily life in the classroom, for this it is necessary to understand Fragoso (2015) who mentions that,

"Emotional competence is the ability to become aware of one's own and other people's emotions, including the ability to capture the emotional climate of a given context" (p.113).

This includes the need to adopt a reflection of personal and professional sense that gives value to the feeling of their emotions and the perception of others immersed in a class situation where various types of behavior can be generated by the interaction generated.



Within the research with the pillar of the emotions, diverse topics can be identified in terms of social behavior what discriminates the behavior of this based on the feeling of the student in front of a real class environment, in the different academic spaces of formation, where the student of the university perceives and admits feelings of rage and at the same time, understands the due equality that must be had in the participation of a work group with the purpose of executing the accomplishment of a product or deliberate activity; this affects the attitudes of the students causing additional predisposition and states of mind. In addition, another type of feeling prevails in relation to the class and the coexistence with classmates, for which **Murillo & Castañeda (2007)** mention that,

"Attitudes, that is, the willingness to carry out certain actions that may favor (or not) peaceful coexistence, participation and appreciation and respect for difference for the exercise of citizenship" (p.4).

From the above, it can be inferred that emotions are a fundamental part of the behavior and conduct that a student can adopt, which directly affect participation with others due to issues of coexistence.

It should be noted that the behavior and feelings of a student in relation to his/her educational environment, as a work of reflection, where one can know within oneself the capacity to regulate oneself in order not to alter one's tranquility and that of the group affecting the work done, a large part of the group surveyed recognizes itself as a human being who feels, perceives and discusses; This shows that it is necessary to have the best attitude and, according to what the students value, it is vital to use a sense of respect and responsibility with respect to the various situations of stress, anger, impotence, recognition and dialogue, where the emotional sense influences and weighs. This understood in accordance with actions of an ethical nature, allows us to improve the construction of the citizen with a professional sense for their working world (**Urrea, Bernate, Fonseca & Martínez, 2018**).

Empathy traces a fundamental role in the ethical development of being a citizen and, therefore, of being a person, of knowing how to be; this expresses empathy as a pillar that the university works to promote a sense of respect, responsibility and communication under the context of student work.

Given the above, **Guzmán (2011)** expresses that,

"Teaching how to interpret emotions can help students to "self-examine" and identify which beliefs determine an emotion (p.135).

Likewise, it proposes a look from a sentimental point of view that allows the student to capture his emotions that are immersed in his daily life and that he adapts to the moment he arrives at an educational environment. It is clear to determine that feeling is linked to reason and according to (**Grace, 2017**); this contributes to decision making and the formation of citizens in the sense of being objective in the face of situations that merit it, therefore, it is necessary to understand that the feeling of a student who according to the evaluation is part of being objective when generating some type of activity, project or work that merits participation where there is a clash of perspectives and emotions where it is necessary to understand and recognize the other person.



Taking into account the above, empathy recognizes the feelings and actions of any citizen when implementing or executing any action, idea, thought or criticism, situations immersed within any university educational environment, and in this case, valued under the students of the Degree of Physical Education of the Uniminuto and, in turn, contributes to the use of the concept discussed as a source to eradicate any kind of threat or problems that undermine the value of tolerance, respect and responsibility proposed for the development of citizen competences for healthy coexistence and the development of an ethical-political being that allows the construction of the citizen as it is proposed (Bernate, Fonseca, Betancourt, Garcia & Sabogal, 2019) "do make the democratic citizen willing to act and act in a constructive and fair way in society."(p.97); the main function that seeks the competences of citizens in the contribution to society and in all its environments is planted.

Within a procedure of recognition, the need to value the environment of all types is understood, since they are immersed in the daily life of any person. However, in the university context, students of Degree in Physical Education express a complex environment in which different emotions and actions that in one way or another affect the student's environment participate. This shows a participation and look of having a critical sense where people are formed to promote the formulation of ideas and citizen participation (Bernate, Fonseca, & Betancourt, 2019).

Within the characterization, different perspectives adopted by the students are articulated, in which actions of ethical sense and civil value are demonstrated in order to tolerate, understand and respect the other, recognizing him/her as an absolute being, having clarity of his/her position, handling in the same way the position and respect of any type of argument or opinion that the teacher takes in class; this brings to relation the importance of managing an educational environment and more under the classroom that prioritizes respect, (López, Pérez, Manrique, & Monjas, 2016) both for the person and for the ideas proposed in diverse topics that allow the student and the teacher to enlarge, debate and propose ideas, actions or alternatives of construction of knowledge.

This type of measure expresses the need to be clear when exposing or speaking independently about the subject exposed; it is understood that it articulates the classroom teacher's participation in relation to what is exposed for the students. At the university, students of the Degree in Physical Education visualize the behavior of the teacher in charge in order to capture the message or objective proposed that leads the student to build thought; this is the natural line that suffers or is seen in the classroom. It should also be understood that this modality provides an optimal environment for the teaching-learning process that allows the student to grow and be innovative, based on providing society with an appropriate message or action (Rojas, Bernate, Fonseca & Betancourt, 2019).

It can be valued that under any student environment a sense of citizenship must prevail since according to (Calle, 2017) the intervention of citizenship under the behavior of citizen competences helps to,

"a human formation in individuals who act constructively and responsibly in a society individuals who contribute to peaceful coexistence and respect for differences in any context" (p.162).



This suggests that under any type of environment there must be a sense of civil value that allows it to be built in an adequate manner, and that, in this case, it is referred to in an educational and behavioral sense; the behavior adopted by a student of the Degree in Physical Education is linked to processes of ethical sense with principles and values that allow him to act correctly.

Under critical thinking, various forms, looks or positions are adopted in relation to the articulation of arguments or ways of analyzing their environment, based on what is sustained in the classroom, the student is prone to various looks where empathy is not present, and therefore, can generate some kind of personal discord, being tolerant and recognizing the other with a being of political character immersed in a society that allows him to give his opinion, is the thread that articulates a class and is alive in the university.

According to (Betina & Contini, 2011) they propose in relation to critical thinking, participation is therefore seen as,

"citizen participation has a training experience character since it promotes a wide range of skills that enable citizens to develop in processes of collective understanding" (p.181).

The above expresses that critical thinking in relation to the student environment experienced by the students should be a fundamental axis that allows them to give their opinion, discuss and help.

Within the assessment obtained, a behavior related to perspective is identified and what actions or behaviors students take in the university Physical Education program in the classroom; for this, it is expressed in relation to the value that a student should adopt in a social environment, (Bernate *et al.*, 2019) to respect the opinion of others, to take care and argue in an adequate manner that does not allow others to be affected, and to be tolerant when contributing diverse ideas, proposals or concepts that allow them to be understood by all and for all; this shows the adequate behavior that a student of the program takes in the construction of knowledge with a personal and common purpose within the student environment.

Critical thinking is a source in any field, seen from the point of view of form, it is adopted in the university where students of the degree in Physical Education recognize the partner and teacher as a pair, which allows to execute dialogue of knowledge, promotes interaction, construction of ideas and the formulation of critical thinking, however it is concerned that this variable was the one with the lowest score with respect to the arithmetic mean; In agreement, it is possible to identify the different dispositions or attitudes in terms of student behavior in relation to the university class environment for the construction of citizen competences with processes of construction of critical thinking citizenship and valuation of young people with innovation interests, coexistence actions in the social organization.

For this reason, the program's curricular processes must make efforts so that students can improve and optimize critical thinking actions from the different academic spaces, as proposed by Arteaga, Armada & Del Sol (2016). Classes must be focused on students showing the experiences obtained after the implementation of the practices along the entire teaching-learning process; students propose to show an interest in any activity that allows them to create skills in knowledge construction, without leaving aside the relationship with the interaction of the group and its community, developing their critical thinking.



Citizenship competences are linked to different ways of interpreting and valuing a sense of citizen action in relation to participation in the social constructive sphere; in Higher Education a series of behaviors was identified, including personal interaction issues that allow the execution of some kind of work, taking into account the above, the participation of empathy in the conception of citizen can be inferred.

It is to express that it is a source of understanding and recognition of the other, as a fundamental axis of citizen understanding, recognition and acting appropriately with their peers, empathy includes a major role within the conception of citizen competences materialized according to **Barrientos, Lopez, & Perez, (2019)**, in understanding the value of empathy "establishing relationships of coexistence with their fellow citizens, which may be marked by cooperation or contradiction.), this gets the need to recognize the other person giving value of respect that allows him to assimilate positions or conducts that can generate some type of discord.

Finally, it is clear to infer that within an environment and critical thinking the whole context of the student is set in motion in relation to the university, to the behavior or conduct that he or she can adopt in relation to the classroom; the teaching staff and in relation to their own colleagues, within a university context, which, in this case, must be reflected in the program. The Uniminute student of the Degree in Physical Education values the behavior that the teacher adopts in relation to his working environment, related to the treatment, the way of teaching, of expressing himself and maintaining a quality learning environment; This implies that citizenship competences go beyond a simple understanding of citizenship and that it is part of an ethical, moral, professional and special character that includes different views and ways of acting in this case in relation to the university, this allows to form citizens with principles, values and sense of belonging that in its absence leads to a critical thinking where it reflects on how to build knowledge, ideas, points of view or position that allows the student to argue and therefore express himself, dare to be a citizen with a sense of belonging, students value and adopt a very neutral behavior when they understand the importance that the university gives them with this type of action in their lives (**Bernate, Fonseca & Castillo, 2019**).

The Physical Education syllabus seeks to guarantee and understand the vision that a university student can adopt in relation to different aspects or interpretation of citizen competence; one of them demonstrates the need to contribute or work together with the main purpose of contributing to society, the formulation of decisions, the perspective of relevant behaviors and attitudes when being involved in an educational context, it provides to strengthen citizen behavior; this is showed according to **González (2017)** when he affirms:

"More than having a chair of civics, it is important to generate a space for reflection within the classrooms in which the development of citizenship skills is encouraged" (p.58).

Thus, this concentrated purpose has repercussions on the behavior that the student of the Degree in Physical Education can adopt when faced with various stages of training, and which go beyond a normative character. It also expresses the need to generate reflections from a personal, political, social and democratic point of view.

In order for the human being to have an integral formation, it is necessary to have a robust curricular design, it must consider the needs in terms of context and that it has to be related to the formation processes; in this sense, it must have a sufficiently



structured and useful strategy to respond to the needs of the teaching of Physical Education, where it is sought to be integral.

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Conflict of interests:

The authors declare not to have any interest conflicts.

Authors' contribution:

The authors have participated in the writing of the work and analysis of the documents.



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