



***Integración de contenidos que tributan a la Educación
Ciudadana en la Educación Primaria
Integration of contents that contribute to Citizenship
Education in Elementary Education***

Marileinys Pérez-Márquez; Mercedes Suárez Sandoval; Claudina Esther Martínez Vignón

Escuela primaria Gervasio Hernández, Pinar del Río, Cuba

Universidad Hermanos Saíz Monte de Oca, Pinar del Río, Cuba

Universidad de Guantánamo, Cuba

Correo(s) electrónico(s)

marileinysperez2022@gmail.com

mercedessuarezsandoval@gmail.com

vignon@cug.co.cu; claudinamarvignon@gmail.com; claudinaesther@nauta.cu

ORCID: <https://orcid.org/0000-0003-1789-6301>

<https://orcid.org/0000-0002-3937-6561>

<https://orcid.org/0000-0002-4995-7984>

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Resumen

La Tercera Revolución Científica Tecnológica y los problemas globales, hicieron posible el auge de la tendencia integracionista de las ciencias y la necesidad de formar un ciudadano respetuoso y digno. Esto posibilitó a la Organización para la Educación, la Ciencia y la Cultura de las Naciones Unidas, realizar gestiones para perpetuar una educación en la ciudadanía global e insertarla en los sistemas educativos del planeta, aspectos presentes en el Tercer Perfeccionamiento de la Educación Cubana. De ahí que el objetivo es caracterizar la integración de los contenidos de las Ciencias Naturales y la Geografía de Cuba que tributan a la Educación Ciudadana en 6to grado, para cual se utilizaron métodos de la investigación cualitativa que posibilitaron la codificación de la variable en unidades de análisis, categorías y patrones; los resultados demostraron insuficiencias en el desarrollo de la Educación Ciudadana desde la integración de contenidos en los estudiantes de 6to grado.

Palabras Clave: Integración de contenidos; Ciencias Naturales; Geografía de Cuba; Educación Ciudadana.

Summary

The Third Technological Scientific Revolution and global problems made possible the rise of the integrationist trend in science and the need to train a respectful and dignified citizen. This enabled United Nations Educational, Scientific, and Cultural Organization to carry out efforts to perpetuate an education in global citizenship and insert it into the educational systems of the planet, aspects present in the Third Improvement of Cuban Education. Hence, the objective of the work is to characterize the integration of the contents of the Natural Sciences and the Geography of Cuba that contribute to Citizenship Education in 6th grade, for which qualitative research methods were used that made it possible to codify the variable in units of analysis, categories and patterns; The results showed insufficiencies in the development of Citizenship Education from the integration of the contents in the 6th grade students.

Keywords: Content integration; Natural Sciences; Cuban geography; Civic education.

Introduction

In today's world, scientific-technological development demands transformations in education. For this, it is necessary to achieve, from an interdisciplinary thinking that allows understanding the processes of reality, the integration of contents to contribute to the solution of professional problems in Elementary Education. Therefore, in the Third Improvement of Cuban Education, it is unavoidable to carry out actions to eliminate the deficiencies that exist regarding the integration of contents in 6th grade students.

The shortcomings referred to are related to:

- Insufficient development of knowledge management due to covid-19 and the actions derived from the tightening of the United States (US) blockade against Cuba which affects the process of science communication.
- Insufficient preparation of teachers to carry out the process of virtualization of Natural Sciences and Geography of Cuba that makes possible the development of learning in 6th grade students.
- Insufficient mastery of the common contents that contribute to Citizenship Education.
- The teaching-learning process (PEA) in 6th grade does not always take place from an interdisciplinary perspective and this affects the understanding of the contents from the demands of integration as an essential process of the current level of development reached by the sciences.
- The treatment of the contents of the subjects Natural Sciences and Geography of Cuba, which offer ample possibilities to integrate them with those of Citizenship Education, is insufficient.

Hence, the scientific problem is formulated: how to favor the integration of the contents of Natural Sciences and Geography of Cuba that contribute to the development of Citizenship Education in 6th grade students of the Gervasio Hernández elementary school in Pinar del Río?

In order to fulfill the objective of the work, the search for theoretical references on the integration of the contents of the subjects Natural Sciences and Geography of Cuba in Elementary Education, we assume the methodological basis provided by the researches referred to the integration of the processes of nature, which establish a progress in the integration of knowledge Morin (1999). In that order, Pérez and Merino (2008), assume that integration assumes joint planning; Hernández, Fernández and Baptista (2010), explain how integration increases job satisfaction and Kaplún (2012), projects to the integration of university aspects, disciplines and knowledge.

In Cuba, some authors have referred to the subject, among them Fiallo (2001), who works on the importance of integration as a previous stage to interdisciplinarity. For Banasco; Caballero and Pérez (2008), the integration of Natural Sciences contents is distinguished by the student's protagonism. All of them provide valuable theoretical results for the topic under investigation; although it is necessary to continue deepening the study of the integration of the contents of Natural Sciences and Geography of Cuba that contribute to Citizenship Education.

As background to this research, these authors constitute obligatory references. However, it is necessary to go deeper into the subject because they are not enough to achieve the integration of the contents of Natural Sciences and Geography of Cuba that contribute to Citizenship Education in Elementary Education.

The objective of the article is aimed at characterizing the actual state of the integration of the contents of Natural Sciences and Geography of Cuba that contribute to Citizenship Education in 6th grade.

Development

The integration of contents in the education of elementary school students.

To consider the importance of the integration of contents in the formation of Elementary Education students, the concept of integration must be analyzed.

It is the action and effect of integrate or integrating (constituting a whole, completing a whole with the missing parts or making someone or something become part of a whole) (...) integration always involves coordinated effort, joint planning and peaceful coexistence among the sectors that make up the group. (Pérez and Merino, 2008, p. 1).

In this way, integration is carried out among the groups with actions of coordination and peaceful coexistence, two fundamental aspects to carry out the integration of the contents between the subjects Natural Sciences and Geography of Cuba that contribute to Citizenship Education in Elementary Education, they require motivations, aspirations, interests, capacities and above all, desires to do.

In this sense, students demand learning of varied contents, they need the characterization of the international context, which enables the way for the necessary integration of the contents to the extent that the processes and facts of the society in which they live are transformed and become more complex.

For Suárez (2019) "Knowledge is a reflection in the human brain, of the phenomena and processes of reality and allows man to reach the unknown through previous knowledge, so it acquires special significance for Pedagogy" (p 17).

The assimilation of knowledge, skills and values of Natural Sciences and Geography of Cuba, allows 6th grade students to learn about the environment of their homeland, active participation and social coexistence, develop collectivism, more responsible and respectful attitudes that enable "sharing and integration into a group with a sense of belonging through bonds of affection, respect, friendship and solidarity" (Chacón, 2016, p. 16).

Hence, the need to carry out the integration of Natural Sciences and Geography of Cuba. "Geography within the field of Natural Sciences constitutes a science of integration for understanding within its object of study the field of nature and society" (Banasco, Caballero and Pérez, 2008, p. 49). These researchers assume Geography as a discipline of the Natural Sciences, while in the elementary school model, it is studied separately and its object of study supports the Natural Sciences.

Precisely, this search for meeting points and interconnected frameworks, are those that indicate the way to the integrality of Natural Sciences and Geography of Cuba in order to contribute to Citizenship Education. Therefore, the contradiction among the continuous specialization and the indispensable integration of contents is evident, the greater the specialization, the greater the unavoidable integration of those contents that have points of contact with each other. The subjects Natural Sciences and Geography of Cuba present themes of Citizenship Education such as the cultural and identity conception that promotes the understanding of the true meaning of culture and its expression in values; the understanding of the practical-social nature and the economic, political, socio-classist and ideo-cultural conditioning that favor the development of man, taking into account the society he has had to live in.

For such reason, in the integration of the contents of the subjects Natural Sciences and Geography of Cuba, the horizontal integration is used to a greater degree; in it the common contents of both subjects are selected. For this reason:

Horizontal integration alludes to the interconnection between the contents of various sciences at a given moment, to the mixture of their fields of action, or in other words, to the action of intelligently mixing elements of one subject with those of another at a given moment.(Alves, 1983, p. 47).

- This interconnection is made by selecting "the general criteria for choosing the contents" (Yániz and Villardón, 2006, p 4) of Natural Sciences and Geography of Cuba in 6th grade so that they contribute to Citizenship Education, which allows:
- The formation of critical citizens, supportive, committed to society and to the people with whom they coexist, favors interpersonal relationships, develops communicative skills and exerts a favorable influence on conscience, consolidates common values, fosters participation in social life and wise decision making. (Soria and Andreu, 2019, p. 193).
- For such reason, Cuban education is committed to the formation of virtuous students through the assimilation of content that is selected from the appropriate subjects to achieve their integration.
- The didactic organization of the learning content is based on the conception and internal logic of the science of nature, whose object it reflects; on the permanent features of the historical evolution of that science; and on the differences between it and the teaching discipline. (Banasco, Caballero and Pérez, 2008, P 48).
- The content facilitates the continuation of the work concerning the formation of the scientific conception of the world, exposes knowledge of the different subjects of the object of study, which affects the comprehensive interpretation of nature by determining "its materiality and knowability and (...) the changes that are produced by the action of man" (Pérez; Rodríguez. 2017, p 59).
- In the Geography of Cuba, the contents enable making judgments and arguments about the natural and social transformations occurred in Cuba since January 1, 1959 and its example in the world; as well as recognizing the USA as the historical enemy of the Cuban Revolution through the study and analysis of historical documents, speeches of leaders and news from the written, radio and television media, as well as the consequences of its aggressions and the blockade of the Cuban economy.

Therefore, these subjects favor the development of Citizenship Education, which has within itself as principles or social ideals, stated by (Chacón, 2016, p. 15):

- Fidelity to the cause of socialist patriotism.

- Intransigence before all types of foreign domination.
- The socialist attitude to work.
- Collectivism.
- Socialist humanism.
- Proletarian internationalism.

The development of Citizen Education is closely related to the construction of prosperous and sustainable socialism, "whose immediate task lies in the updating of the economic and social model" (Chacón et al., 2019, p. 15), as embodied in the 8th Congress of the Communist Party of Cuba.

That is why Sierra (2021), states that it is necessary to educate students in respect for national symbols, love for the homeland, knowledge of the Constitution of the Republic of Cuba, social coexistence and the exercise of virtuous citizenship from elementary education.

In the analysis of the background of Civic Education, we find the research of Cuban authors on Civic Education, such as Sáez (2001), who systematizes the trends of Civic Education in Cuba, Sierra (2004), enriched this conception on the legal component, and Silva (2006), addresses the conception on citizenship training. All of them systematize the development of Civics as an area of knowledge, as well as make interesting contributions to the theoretical and methodological foundation of the concept of citizenship education in the context of Cuban society and school.

Citizenship Education is currently of great importance for the educational systems in the world and in Cuba, as it shapes the type of man we want to form. In Cuba, attention is given to this topic from the objectives in the programs of the Third Improvement of Education with the new discipline Education for Citizen Life, in this case in the subjects of Natural Sciences and Geography of Cuba. Within the Geography of Cuba, the relationship of the "physical, geographical, economic geographical and social components" (Moré and Villalón, 2016, p. 616) is visualized, as an expression of the interconnection of the environment, thus allowing, the integration of the contents with the locality, a space where the learners live, develop their social relations, learn to love nature and respect it. Therefore, the locality makes it possible to carry out camping trips, excursions, games and cultural work, as well as the development of Citizenship Education, since it favors thinking about world and national problems, so that they become participants, in an active way, of a world without violence, solidarity, safety and without environmental pollution, in which peace, respect and equality prevail.

Natural Sciences and Geography of Cuba have present aspects of importance in Citizenship Education, since they refer to the care and conservation of the environment, to "the attention given to the systematic formation of.... correct behavior in relation to family and social life" (Martín-Viaña et al., 2015, p 60).

Currently, Citizenship Education constitutes a challenge in the formation of students in Elementary Education. Therefore, the teacher must be an arduous connoisseur and researcher of its theoretical basis, as well as the peculiarities of Cuban society today, whose study refers to the progressive transit of the citizen exercising his rights, fulfilling his duties as a bearer of judgments and ideas to improve the system of relationships and achieve an adequate coexistence.

The citizen will be "endowed with a civic culture centered on work, social responsibility and citizen participation" (Gómez, Valdivié and Véliz, 2022, p. 366), enabling them to make decisions in the different spaces through which they transit throughout their lives.

Citizens must be "active, industrious, decent, critical, humanistic, rational, supportive, honest, autonomous, responsible, enterprising, and revolutionary. They should be oriented to teach how to think and act ethically, politically and legally as a Cuban revolutionary" (Chacón et al., 2019, p. 57).

Citizenship Education as a process has within itself the care and protection of the environment, therefore, it refers to the environmental dimension:

Given by the civic activity that the citizen develops in his environment, propitiating the dialectic relationship man-nature-society, characterized by the good living that means living in harmony with nature through the promotion and execution of actions of care and conservation of the environment, saving exhaustible resources, energy, water and respect for all forms of life existing on the planet. (Sierra, 2021, p. 43).

These aspects represent integrating axes between Natural Sciences and Geography of Cuba; therefore, the integration of contents is defined as the process of interconnection of skills, knowledge, values and way of valuing the world, whose central axis is nature, of the subjects Natural Sciences and Geography of Cuba in order to contribute to the formation of a respectful and virtuous citizen for the defense of the homeland and prosperous and sustainable socialism.

Sample and methodology

"Qualitative research, due to its characteristics, requires more flexible samples" (Hernández, Fernández and Batista, 2010, p. 191), which allow understanding, explaining and providing information on the integration of the contents of Natural Sciences and Geography of Cuba that contribute to Citizenship Education in 6th grade.

For this reason, the sample is directed and non-probabilistic, so there is a group of 19 teachers of the Gervasio Hernández Elementary School to carry out the collaborative work, which makes it possible to obtain better results "than the sum of the individual works" (Bernaza, 2010, p. 158).

A combination of methods is used:

Historical-logical: to systematize the theoretical references of the integration of the contents of Natural Sciences and Geography of Cuba those contribute to Citizenship Education in 6th grade students in Pinar del Río.

Analytic-synthetic: for the analysis and conclusions on the opinions of certain researchers regarding the object of the research.

Documentary analysis: allowed the understanding and evaluation of the study of the normative documents, of the programs of Natural Sciences, Geography of Cuba and Citizenship Education in 6th grade; as well as the methodological meetings of the second cycle, with the objective of identifying the insufficiencies regarding the need for the integration of the contents that contribute to the development of Citizenship Education in the students.

The survey to the study group allowed analyzing the characterization of the real state of the research object.

The Inventory of Professional Problems applied to teachers (IPP) with the objective of determining the professional problems that affect the integration of the contents of Natural Sciences and Geography of Cuba that contribute to Citizenship Education.

Each statement has five possible answers:

1. it does not represent nor has represented any problem (N P).

It represents some problem (A P).

3. It represents a considerable problem (C P)

4. It represents a big problem (G P)

5. This problem is not relevant to the educational level in which I develop my practice (N R).

To evaluate the object of research by the methods described above, the variable is coded by units of analysis, categories and patterns (Hernández, Fernández, Batista et al., 2010, p. 449), which are

identified by the letters A and B, as shown in Table 1, each of which is assigned a category and pattern:

Table 1. Coding of the variable in the unit of analysis, categories and patterns

Analysis Unit	A	Integration of Content	B	Citizenship Education
Categories	A.1	Common content links of Natural Sciences and Geography of Cuba.	B.1	Legal component
	A.2	Knowledge system	B.2	Environmental component
	A.3	Values	B.3	Exercising virtuous citizenship
Pattern	A.1.1	Determine the representativeness of the common contents and recognize the advantages of the selection for the development of integrative activities.	B.1.1	Develops activities for students to comply with the constitution and other legal norms.
	A.2.1	It treats the environmental, ethical, legal and economic culture of the knowledge system of Natural Sciences and Geography of Cuba. Legal and economic knowledge system of Natural Sciences and Geography of Cuba.	B.2.1	Provides practical activities for the coexistence of students and family in harmony with nature.
	A.3.1	Develops moral qualities as well as the development of civic skills and values in students.	B.3.1	Develops activities for students' civic participation in all tasks.

Source: Self-made, 2022

Results

Among the normative documents of 6th grade, in the characterization of the actual state of the integration of the contents of Natural Sciences and Geography of Cuba that contribute to Citizenship Education, are: the educational strategy of 6th grade, the programs of the subjects Natural Sciences, Geography of Cuba and Citizenship Education. The Methodological Meetings of the Second Cycle were also analyzed.

For the analysis of these documents, a guide was elaborated containing the main patterns of the variable integration of the contents of Natural Sciences and Geography of Cuba that contribute to Citizenship Education.

In conclusion, the study of these documents allowed finding the following regularities:

- The proposition of objectives and methods to determine the representativeness of common contents to carry out integrating activities is insufficient.

- The determination of the importance of the development of the environmental, ethical, legal and economic culture of the knowledge system of Natural Sciences and Geography Cuba, as well as the use of technology and applied methods, is insufficient.
- Reference is made to the integration of new technologies, although the determination of their importance in the integration of contents is insufficient, i.e., they are seen in isolation, each subject is presented separately.
- In general, in the analyzed documents, the common contents are not identified, neither with the determination of legal culture, economic culture, ethical culture and environmental culture, which develop citizen participation and social coexistence in students from the integration of contents, thus affecting the development of Citizen Education as shown.

Results of the main ideas in discussion of the inventory of professional problems of the teachers who make up the study group.

Results of the discussion on the Inventory of Professional Problems applied to the teachers in relation to the integration of the contents of Natural Sciences and Geography of Cuba that contributes to Citizenship Education.

The Inventory of Professional Problems proposes to deepen, through the use of items, the integration of the contents of Natural Sciences and Geography of Cuba that contributes to Citizenship Education.

Each statement has five possible answers:

1. it does not represent and has not represented any problem (N P).

It represents some problem (A P).

3. It represents a considerable problem (C P)

4. It represents a big problem (G P)

5. This problem is relevant to the educational level (RP).

In the unit of analysis Integration of contents, it is detected that three of the surveyed teachers state that Natural Sciences and Geography of Cuba are integrative and it is not difficult for them to select the common contents, therefore, it is not a problem for them, five express that it is a problem because the programs of both subjects have similar themes, but it is difficult for them to select the common contents found in Citizenship Education, 11 consider that it is a big problem because a collaborative work is needed among all the teachers who teach the three subjects, these present different abilities and in some values are specific.

Regarding the treatment of environmental, ethical, legal and economic culture in the Cuban Natural Sciences and Geography knowledge system, two teachers (specialists in Citizenship Education) state that it is not a problem for them, seven assume that it is a problem, stating that

not all programs stipulate the treatment of all these topics, which is why they need preparation and improvement; 10 others consider that it is a relevant problem, stating that the time for preparation and improvement in these topics is insufficient.

In the Citizenship Education unit of analysis

Regarding the elaboration of activities for working with the constitution; the Family Code and the Law on National Symbols to develop the legal component, it does not represent a problem for two teachers, three consider that it constitutes a considerable problem, four teachers consider that it is a big problem, and 10 stated that it is a relevant problem, referring mainly to the need to deepen the study of the new Family Code and the way for its assimilation and understanding by 6th grade students.

In general, there are different insufficiencies in the integration of the contents of Natural Sciences and Geography of Cuba:

Insufficient treatment of the contents that are common and representative of Natural Sciences and Geography of Cuba that contributes to Citizenship Education.

Teachers do not always have the tools, time and preparation for the treatment of the environmental, ethical, legal and economic culture of the knowledge system of Natural Sciences and Geography of Cuba.

The activities developed by teachers to work with the Constitution, the Family Code and the Law on National Symbols to develop the legal component are insufficient.

Contributions

- The subject of Citizen Education in 6th grade is part of the new discipline Education for Citizen Life of the Third Improvement of Cuban Education, it does not have its own theoretical body, its contents are strengthened from Natural Sciences and Geography of Cuba, so their integration is needed.
- The integration of the contents of the subjects Natural Sciences and Geography of Cuba requires collaborative work to select similar contents, their differences and essence. It allows the elaboration of activities with the treatment of legal, economic, environmental and ethical culture that are useful for the development of Citizenship Education in students.

Conclusions

The integration of contents between Natural Sciences and Geography of Cuba in 6th grade of Elementary Education, contributes to Citizenship Education, since it responds to the current historical context, which implies the formation of a respectful and committed citizen with the

environment that surrounds them; it contributes to the integral formation of the students. The systematization of the theoretical references showed that the contents of the subjects Natural Sciences and Geography in Cuba provide the tools to solve problems in the subject of Citizenship Education. It was observed that there is fragmentation in the structuring of the contents of these subjects, which does not favor their integration or the development of Citizenship Education.

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