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## RELEVANCE OF THE SOCIAL SCIENCES CURRICULUM IN CITIZEN TRAINING

### PERTINENCIA DEL CURRÍCULO DE CIENCIAS SOCIALES EN LA FORMACIÓN CIUDADANA

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#### ABSTRACT

This descriptive study of a bibliographic review type has the purpose of analyzing the relevance of the Social Studies curriculum in citizenship training. It was systematized through the methods of documentary review, content analysis and hermeneutics. Among the main findings are the relevance of the Social Sciences curriculum as a pedagogical tool for citizen training, given by its transversality within the curriculum of Basic Education; its didactic, pedagogical and symbolic dimensions, its role in the configuration of meanings and values, and for providing the student with methodological rigor for their social performance, teaching them to work cooperatively and collaboratively, to assume individual and collective responsibilities and to develop in them argumentative and critical thinking skills, which facilitate their participation in decision-making and solving social problems.

#### Keywords:

Curriculum, Social Sciences, citizenship training, basic education, relevance.

#### RESUMEN

El presente estudio descriptivo de tipo revisión bibliográfica tiene el propósito de analizar la pertinencia del currículo de Estudios Sociales en la formación ciudadana; se sistematizó mediante los métodos de revisión documental, análisis de contenido y hermenéutico. Entre los principales hallazgos se significan la pertinencia del currículo de las Ciencias Sociales como herramienta pedagógica para la formación ciudadana, dada por su transversalidad dentro de la malla curricular de la Enseñanza Básica; sus dimensiones didáctica, pedagógica y simbólica, su rol en la configuración de significados y valores, y por dotar al educando de rigor metodológico para su desempeño social, enseñarlos a trabajar de forma cooperativa y colaborativa, a asumir responsabilidades individuales y colectivas y desarrollar en ellos las habilidades argumentativas y del pensamiento crítico, que facilitan su participación en la toma de decisiones y resolución de problemas sociales.

#### Palabras clave:

Currículo, Ciencias Sociales, formación ciudadana, enseñanza básica, pertinencia.

## INTRODUCTION

The topic of the civic formation is present in the calendars of the organizations and international institutions and in the speech of the social leaders; that they try to sum up it through the relative educational and normative public policies to the educational activity; environment in which the school institutions are the suitable space to achieve the social transformation in correspondence with wanted citizen's type (Holguín, et to the., 2019), the same ones that will be the authors of the construction of the prospective society.

It is the school, the institution in charge of summing up in the practice this aspiration that the State expresses through the educational public policies and that they are modeled in the official curriculum; in them individual's pattern that wants the society in correspondence with the system of prevailing values settles down (Guamán, et to the., 2020). It is for that, the curriculum besides being conceived as a cognitive and procedural coherence must respond to an axiologic system.

The curriculum marks the rule of the disciplines that they configure it for the construction of the knowledge, development of abilities and development of attitudes in the students in the context of the teaching-learning process. Now then, in the school practice this process not always lapses in a lineal and upward way; it is necessary to draw some obstacles, among those that the Organization of the United Nations for the Education, the Science and the Culture (2015) it points out:

“The ignorance and fracture of the necessary nexuses that should exist between the educational system and the environment, as decisive factor of the social transformations that the curriculum should offer.

“The inattention to the nature of the knowledge, their origin, truthfulness, authority which representative posture of an epistemologic attitude.

“Lack of recognition of the hidden curriculum of the student community frequently obviated, what excludes the cultural knowledge of the students and of the purposes and practical of the educational institutions.

“Inadequate psico-pedagogic place of the teaching and the learning, forgetting the list of the actors of the process (educational and students) that should be characterized by the dynamism, participation and collaboration.

“Bankrupt in the nbounappreciations that the students should carry out and educational about the ethical meanings, the lived circumstances and the culture

characteristic of the town, axiologic fractured position in many occasions.

“Low quality of the education.

“Nonexistence of a system of educational evaluation and of rendition of the actors' of the educational process bills.

“Little relevancy of the curriculum.

Also, the consulted literature adds to this list that is other fissures that attempt against the successful concretion of the curricula in the educational practice:

“It doesn't explode in all their dimension the diversity of sources for the teaching.

“Limited relationships of the school with the family, the community, the media, the libraries and other institutions that can serve as source and learning form.

“Insufficient strategies and methodological proposals that promote the autonomous learning.

This reality is not unaware to the context of the Ecuadorian Basic Teaching, in spite of the efforts that carries out the State fractures, they are still evidenced between the curriculum and the school practice. The urgency of modernizing the knowledge on the curriculum; what motivated the present work with the objective of analyzing the relevancy of the curriculum of Social Studies in the civic formation, for the sake of contributing to promote the reflection of the educators around so necessary matter.

## METHODOLOGY

This descriptive study of bibliographical revision type was systematized through the employment of the methods of documental revision, content analysis and hermeneutic. The documental revision facilitated the consultation of the Constitution of the Republic, the Organic Law of Education Intercultural (LOEI), the Code of the Childhood and Adolescence (CNA), the curriculum of Social Sciences of the Basic Teaching and other documental sources that norm the teaching process; on the other hand the bibliographical revision and the hermeneutic allowed the analysis and interpretation of the texts located in books, degree thesis, monographs, rehearsals and scientific articles, those that served as theoretical foundation in the elaboration of the written speech and in the derivation of conclusions in correspondence with the proposed objective.

## DEVELOPMENT

Before deepening in the analysis of the relevancy of the curriculum of the Social Sciences in the scholar's civic formation, it is necessary to achieve an approach to the citizenship notion.

The citizenship notion has its origins in the Greco-Roman culture; later with the emergence of the Modern State it was conforming to until our days the citizenship concept. This category for its nature is a dialectical entity, closely connected to the political, economic and social changes that take place in becoming of the social development, for what is a knowledge in constant evolution and transformation, evidently this hinders the one enunciated of an exact definition; nevertheless, it will be to achieve an approach that facilitates the understanding of the influence of the curriculum in their formation.

Situation that in the current context of the society of the knowledge signed for the globalization as a result of the advances of the science and the technologies, that makes of the citizenship a polemic concept and for the consequences of this phenomenon that causes multicultural societies and with it new national identities (Fernández, 2004).

These evidences that each precise historical moment of an accommodation or adaptation of the citizenship concept. For Guamán, et al. (2019), in the current social circumstance, the citizenship has before two new challenges, the factors that question the contents of the acquired citizenship and the current social phenomenons (inclusion, diversity, justness, respect to the human rights, etc.) that specify the renovation of its concept that also eliminates the division among citizens of first and citizens of second.

According to Fernández (2004), the citizenship is the juridical and political status by means of which the citizen acquires some rights as individual (civil, political, social) and some duties (imposed...etc.) regarding a political collective, besides the ability of acting in the collective life of a State". (p. 2)

This citizenship optics is based and it addresses to the duties and joy of the civil rights, political and social that the individual acquires in a democratic society, for what to be civic represents the guarantee to the access of the sanitary, educational, juridical, civil services, etc., the right to the work, to choose the leaders, among other cautions, as well as the execution of duties and obligations like the participation in the construction of a more and more fair, tolerant, equal and democratic society, commitment and social responsibility, respect for the national symbols, protection and defense of the national integrity (territorial and cultural), etc.

In such a sense, Bartolomé (2002), considers that the citizenship concept should go bound to the dimensions politics and artificial that base the political, social and civil rights, as well as the recognition of civic responsibilities; also, it should be present the psychological dimension

that has to do with the sense of civic identity as shared practice of norms and values that it configures the collective or national identity from the individual thing. Civic identity that is product of the social interaction of the fellows mediated by the individual subjectivities; but in turn these subjectivities are conditioned by the ownership to a social group, that evidently constitutes a psychological process in which put at stake feelings of ownership to a group, affections for the members of that group and conscience that the ownership to that group grants him a qualification; then when one speaks of citizenship we cannot exclude the psychological dimension that characterizes it.

On the other hand, the education systems are more and more directed to the achievement of the autonomous learning and the development of the capacity of cognitive independence; in the face of this reality the school should be wise when selecting the contents, abilities and values that allow to the discente to learn how to be civic; what responds to the individual's formative interests on the part of the State and that they are picked up in the public policies of each nation, those that then are summed up in the curricula designed to model the educational systems.

Leaving of this knowledge and of the citizenship notion it is pertinent to be questioned how it influences the curriculum in the civic formation? But, before giving answer to this question we need to understand what a curriculum is?, which are its components?, how is it classified?

According to Hanesson (1999), mentioned by Aristizábal, et al. (2005), the curriculum was conceived as an organization form and an instrument of social efficiency; that is to say, an organizational structure imposed by the educational authorities to order the behavior of the escolarity; seen this way the curriculum it is a tool to discipline and to organize the school instructive activity; but the curriculum goes beyond the establishment of norms; when saying of Rohlehr (2006), this should be understood as an interrelated series of courses that guide and implement the teaching activities and learning in an effective and planned form. Each course should include the main elements of the content, declared goals, prospective results, strategies/activities of recommended teaching-learning, evaluation and resources". (p. 2)

This enunciated responds to the academic interests that although they take implicit the student's formation like citizen, it is not expressed in a clear way their relationship with the economic dimensions, politics, social and cultural demanded by the society, and that they also intervene in the citizen's construction, that if it is in the given definition Stabback (2016), when enunciating that the curriculum is, in simpler terms, a description of what, why, how and

when the students should learn. The curriculum is not, of course, an end in itself. Rather, their objective is so much to achieve useful and valuable learning results for the students like to complete a series of social and political demands of government. By means of the curriculum they are solved the fundamental questions of economic, political, social and cultural character about the objectives, the purposes, the content and the educational processes. Politics's declaration and the technical document that represents the curriculum also reflect a wider political and social agreement about what most of the society considers more valuable what is the sufficiently important thing as to transmit it to the children". (p. 8)

Arriving to this point, the influence of the curriculum it is already glimpsed from the Social Sciences to the civic formation of the students; the previous definition allows to affirm that a curriculum besides being a pedagogic model in which the cognitive aspirations are captured which average the way of the individual's performance, is a thought model on the one which to found a society. What allows to assert that, in the design process and curricular implementation, it is present the conception of the society and of the apprentice like citizen (Guamán, et to the., 2019).

It is the school the one in charge of endowing to the students of knowledge, abilities and values that it allows them to be inserted and to be unwrapped fully in the social life. This political vision of the educational institutions determines that the main objective of the educational system of any nation is the civic formation, (Holguín, et to the., 2019) to form citizens involves the knowledge of the rights and the duty of exercising them by means of the active participation in the social life and politics of the country, for that which is unavoidable the design of a curriculum in the one which to capture these aspirations and how to achieve them.

On this matter they are diverse the authors that treat the civic formation in the pedagogic context; among these they stand out for the interest for this study Arrieta, Rocks (2017); and Holguín, et al (2019) who mean from different perspectives:

"The narrow relationship of the political-ideological formation from the chore of the student of the basic teaching and the active participation of them like foundations of the construction of the civic exercise; being the relationships school-society the bases of this process; the school fulfills the social responsibility of forming to the citizen and the society in which is unwrapped in its constant transformation that brings new rules for the new types of relationships that they originate.

"The recognition of the necessary civic formation from the different formative spaces, where the school carries out the protagonistic list as agglutinative of actions.

"The civic formation as social responsibility of the educational institutions.

"The importance and necessity of the civic formation from the active participation.

"Citizens' formation in the pedagogic context from the boarding interdisciplinary of the curriculum.

In particular, they stand out the contributions from the experts to the clarification of the relevancy of the curriculum of the Social Sciences for the civic formation, given by their transversality inside the curriculum of the Basic Teaching; the didactics, pedagogic and symbolic dimensions; their list in the configuration of meanings and values that transform it into an educational tool and political instrument.

In this sense, Print (2017), considers that the disciplines that converge the curriculum of the Social Sciences qualify to the educating with methodological rigor for their acting in the society, the emblem to debate on a certain topic arguing their ideas and approaches, to participate in an active way in the resolution of the social problems and to make decisions. Also, prepares them as citizens when the emblem to work of cooperative and colaborative way, to assume individual and collective responsibilities, to develop complex cognitive activities and to execute projects that promote the metacognition.

In particular it contributes to this acting flagrantly the teaching based in investigative methods and procedures characteristic of the social investigation; besides the contributions that surrenders in the cognitive and actitudinal order to the educating, useful to assume and to understand the life in society. Reason for which the current curricula of the Social Sciences should promote productive methods of teaching and active methodologies of learning, as well as the colaborative teaching and the cooperative learning with emphasis in the methodological and didactic strategies; when saying of Print (2003), the Social Sciences will become trained using pedagogic strategies that put the accent on some active papers, conceptually challengers, critical and cooperative for the students". (p. 14)

Approach shared by Banks & Hernández (2015) who emphasize in the importance and necessity of educating for the citizenship from the Initial Teaching by means of the inclusion and the active participation in educational, school activities and extraschool, too, that have democratic, civic sense and, promote the relationships among the couples and with the rest of the members of the

educational community and the sense of ownership to the educational context. In this respect, Guamán, et al (2020), give special meaning to the participation, because they consider that it is a process that favors the integration of the youngest students, by means of the realization of activities that contribute to the formative development of the personality of the children.

In another order of ideas, although it is certain that the curriculum is conceived as a plan of studies that norm the objectives, contents, methodology, abilities, system of values, forms of organization of the educational process, evaluation system, etc. The educational, is who reconstructs it from its interpretation and makes the decision of how to apply it.

This demands a moral commitment on the part of the educational who must be consequent with the purposes and principles that govern and direct the educational process, those that are low of the optics of the new theories and practical experiences; as well as of a deep reflexive exercise that allows the appropriate application and development of the curricular design, low ethical codes in those that is based the selection, organization and teaching of the contents, development of abilities and development of attitudes, from the question of what is the reason to teach?, what do we need to teach?, how to teach it? and how to learn it?; what means to have an absolute domain of the curriculum and the methodology characteristic of the teaching.

It is necessary from the formation of the professional of the education to develop the relative necessary competitions to the curricular design with the purpose of endowing to the educational future of tools that contribute to the improvement and efficient execution of the objectives of the curriculum. Among the aspects to dominate cannot lack the knowledge on the components of the curriculum and their taxonomy.

The consultation to different sources offers information on the diverse proposals of the components that integrate a curriculum; but in all they settle down as essential the objectives, the contents, the methodology and the evaluation system.

“Objectives of the curriculum, constitute the goals that are wanted to conquer with the implementation of that pattern or plan, they are the aspirations and intentions and as such the subjectivities of the educational project.

“Contents, are integrated by the theories and concepts that respond to the knowledge, by the methods, procedures, technical, abilities, strategies, etc. that recognizes to the practical knowledge or to know how to make and

lastly for the knowledge to be, relative to the actitudinal or axiological dimensions (attitudes, habits and values).

“Methodology, this component of the curriculum proposes to the educational the roads of how to teach; it refers to the activities, actions, experiences, methods, technical, procedures, didactic resources and teaching strategies, those that in turn derive the didactic strategies to prosecute the teaching and learning of the contents.

“Evaluation system; it is related with the control and valuation of the teaching-learning process; it should not only be reduced to the systematic, partial and final evaluation of the results of the learning; everything should be good as feedback to reorganize and reformulate the own process and the curriculum.

It is important to highlight that the curriculum designed to be implemented for the teaching and the resulting curriculum of the teaching-learning process is hardly ever equivalent; of here the consideration of different types of curricula; in this respect Rohlehr (2006), distinguishes four types:

“Foreseen curriculum, it is constituted by the formal guidelines approved by the State.

“Written curriculum, reflective guidelines and the dispositions and requirements for the implementation.

“Taught curriculum, it is the transformation of the written curriculum, resultant of the impact of the employment of methods and didactic-methodological procedures and the control of their effectiveness in the practice.

“Learned curriculum, it is the result of the taught curriculum mediated by the sociocultural context, the methods and procedures, the styles of learning of the discents, the pedagogic master of the educational one, the evaluation system, etc. is the one that facilitates to the educating to put into practice and to demonstrate the learned knowledge, the abilities, competitions, habits, attitudes and values; with that which the effectiveness is evidenced or not of the implementation of the written curriculum.

Other experts as Arrieta, Rocks (2017), prefer to classify the curriculum in: official, operational, hidden, null and extracurricular.

“The official curriculum, is the document in which in a theoretical and explicit way the educational policies are expressed to sum up in an expedite way the responsibility that the State grants to the school on the pedagogic matters of the country.

“The operational curriculum, is relative to the actions that are attacked deliberately during the teaching-learning

process, for the implementation of the official curriculum that is transformed by virtue of the relationships of the actors of the teaching-learning process, the forms of organization of the educational process, the methodologies, methods, procedures and resources.

“The hidden curriculum, it is very frequently given by the knowledge that emanates of the sociocultural context in which the student is unwrapped, forgotten or minimized. Attitudes and captured values and shared by students and educational in the school environment. It is practical, implicit and underlying.

“The null curriculum, is that is felt as other people’s and excluding by not assisting matters of its interest from the student’s perspective, for the inadequate conception of the evaluation system, for the superficiality lacks of incentive.

“The curricular extra curriculum, is related with those knowledge, abilities and values of which the student appropriates, not foreseen in the official curriculum, but accepted tacitly. Some specialists consider it a peculiar case of the hidden one.

Those that can be contained according to the typology of Posner (1998), in curricula: formal (official), real (practical and null) and hide (hidden and extracurricular). Independent in the way that is wanted to name, the recognition of the existence of these classifications denotes the subjectivity of the curriculum that can be latent in its design and implementation.

In spite of this subjectivity the curricula of the Social Sciences, especially those of the developing countries, they must be addressed to the rescue and preservation of the cultural and historical roots, defense of the autochthonous thing and the national identity.

Reason that justifies the zeal of the educational institutions to negotiate deep changes in the educational politics and in the curricula of the Social Sciences, with the purpose of perfecting the formation of the citizens for the sake of safeguarding the national identity, perpetuating our social values (Espinoza, Herrera & Castellano, 2019). The curriculum of the Social Sciences is called to the qualitatively superior formation of the new generations, to an integral preparation that contributes to its full insert in the modern world, to the enjoyment of its civic rights and the responsibility and execution of its social obligations always growing in the context of the current circumstances imposed by the new hegemonic order of power.

We cannot finish this reflexive exercise on the relevancy of the curriculum of the Social Sciences in the civic formation

without before to dedicate some analysis lines to this matter in the Ecuadorian context.

The civic formation is a matter that occupies at the moment to almost all the educational systems of the world; among which Ecuador is; in this zeal, it is inserted in the educational mesh the discipline of Social Sciences and in particular the Education for the Citizenship like traverse axis for the meaning that has for the human development and of the society in general. The inclusion of these in the curriculum of the Basic Teaching search to sum up in the practice the normative ones consecrated in the articulate of the Constitution of the Republic promulgated in the 2008; in the one that find a clear allusion to the necessary formation of a civic conscience of the Ecuadorians, what is evidenced, for only to mention an example when one declares that the citizens and civic, in singular and collective form, they will participate in a protagonistic way in the taking of decisions, planning and administration of the public matters, and in the popular control of the institutions of the State and the society, and of their representatives, in a permanent process of construction of the civic power. The participation will be guided by the principles of equality, autonomy, public deliberation, respect to the difference, popular control, solidarity and interculturality.

The participation of the citizenship in all the matters of public interest is a right that will be exercised through the mechanisms of the representative, direct and community democracy”. (Ecuador. Constituent National Assembly, 2008)

In the Great Letter the responsibility of the State is specified of guaranteeing the execution of this and other normative ones for that which commits to the educational system with the civic education, it is declared this way in the numeral 4 of the article 347, when it is consecrated that the State will assure that all the educational entities impart an education in citizenship, from the focus of rights (Ecuador. Constituent National Assembly, 2008).

These norms are systematized through laws and codes, among those that the LOEI is promulgated in the 2011, the CNA the 2014. Among the principles of the LOEI the topic of the civic education is a recurrent element, it is evidenced this way in the principles of the education for the democracy and the civic participation, where the educational institutions are conceived as democratic spaces of exercises of the human rights and the citizenship; as well as to the civic participation as main character of all the processes and actions in the educational environment (Ecuador. National Assembly, 2011).

Also, in the article 38 of the relative CNA to the objectives of the education programs settle down that the Basic

and intermediate Education will assure the knowledge, attitudes and values that allow to prepare to the education to exercise its civic rights in a responsible, democratic and solidary way in a free society (Ecuador. National Assembly, 2014).

These aspirations should be summed up from the educational spaces through the setting in practice of the curricula and in particular that of the Social Sciences of the Basic Teaching; the revision of this last one allowed to identify among the main bankrupt:

“Broken into fragments treatment and limited of the educational thing, without linking with the economic politics, the social politics and the production systems and of public administration.

“Prevalence of the reproductive learning and teaching based on the transmission of completed knowledge.

“Little depth in the psychopedagogical order in the treatment of the dimensions: cognitives, affective, volitional and conductuals.

“Scarce employment of the geographical context and historical sources as vehicle for the investigation that the student carries out.

“Insufficient methodological limits that favor the bond between the class and the historical context.

“Prevalence of a reproductive methodology for the study of the History.

“Insufficient integration of the educational system with the process of scientific and technological investigation.

“Limited cosmovision of the historical and contemporary realities of the towns and the nationalities that configure the Ecuadorian national identity.

“Restricted vision of the cultural history of the country and the valuation of the knowledge and diverse knowledge.

As you can appreciate from the legal point of view an appropriate normative mark settled down by the State as guarantor of these duties and civic rights exists, but it requires of the change of all the citizens' mentality for its concretion in the practice, commitment that the State has deposited in the hands of the educational system, there the urgency of the systematic improvement of the school curricula with the purpose of achieving its relevancy.

What leads to the proposal of the reflexive analysis and the open dialogue among the actors of the process that it overcomes the postures and particular interests to arrive to collegiate approaches that open the way to the theoretical foundation and practice that makes of the curriculum a true pedagogic tool that allows to check the theory from

the practice. In such a sense Schwab (1983) considers that a curriculum should be practical and flexible that allows to make decisions based in the hermenéutica of the educational and social circumstances of the context, always with the premise of reaching the citizen's formation. This way one will be able to solve the problem of the relevancy of the curriculum, because their solution will not only be based in the practical effects that it causes the curricular design in the teaching-learning process, but also in the knowledge of the educational ones and students.

The carried out analysis allows to affirm that the curriculum of the Social Sciences in the Basic Teaching can end up being pertinent to reach the civic formation of the educating, because transversalize through its disciplines and during the whole educational period corresponding to that educational level the development of the attitudes and civic competitions, they contribute to the development from the critical thought when endowing to the students of analysis capacities, reflection and argument that facilitate the determination of the truthfulness, accuracy, rigor and value of any information and human manifestation.

## CONCLUSIONS

The citizenship concept is a closely bound dialectical category with the social dimensions, policies, artificial, civil and psychological that base the rights and the residents' of a country political, social and civil duties.

The State as maximum guarantor takes charge to the educational institutions, the citizen's formation through the concretion of the teaching curriculum that represents the declaration of the educational politics of the country and the political and social agreement about what most of the society considers valuable and important to transmit it to the students.

The main components of the curriculum are the objectives, the contents, the methodology and the evaluation systems.

Different taxonomy of the curriculum exists among those most used ones it is the one that considers the official, operational, hidden, null curriculum and extra curricular, denoting the subjectivity of the curriculum that can be latent in its design and implementation.

The curricula of the Social Sciences of the developing countries must be addressed to the rescue and preservation of the cultural and historical roots, defense of the autochthonous thing and the national identity, as answer to the consequences of the globalization.

The curriculum of the Social Sciences is a valuable pertinent pedagogic tool for the civic, given formation its

transversality inside the curricular mesh of the Basic Teaching; the didactics, pedagogic and symbolic dimensions; their list in the configuration of meanings and values and to endow to the educating of methodological rigor for their acting in the society, to teach it to work of cooperative and colaborative form, to assume individual and collective responsibilities, to develop abilities of the critical and argumentative thought that allows them to participate actively in the taking of decisions and resolution of the social problems.

Ecuador has a normative mark that guarantees the civic formation, but it is required of the improvement and erradication from the relative bankrupts to the curriculum of the Social Sciences, the change of the actors' of the educational process mentality and the training of the educational one for the concretion in the practice of this curriculum with the purpose of achieving its relevancy.

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