CONTRIBUTION OF THE PRAXEOLOGICAL MODEL FOR THE CONSTRUCTION OF CITIZEN COMPETENCES IN HIGHER EDUCATION

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Abstract – *This reflection aims to describe the impact that praxeology has on the development of citizen competences in higher education, illustrates aspects of social responsibility, training research, Saber Pro tests, graduate training and curricular criteria at UNIMINUTO, directly relating to the two central themes. The methodology developed was qualitative-reflective. In this way, significant contributions of the praxeological model are identified taking into account its methodology through the phases, in addition to the tools it provides such as the relationship between theory and praxis, the systematization of experiences and the social vision it has. In conclusion, based on this academic reflection, the praxeological model contributes and positively impacts the development of citizen competences due to its comprehensive method of training, although there are some problems and needs regarding the central axis studied, more than problems, they are challenges for those who are teachers and students who apply their work under the methodology of praxeology.*
Keywords: praxeology, citizen competences, higher education, formation;

INTRODUCTION

One of the major challenges in the educational environment is guiding learning towards reflective actions. In this way, the praxeological model is conceived as a comprehensive mechanism, starting with a discourse developed from reflection on a meaningful practice, referenced as praxis, addressing action as both an objective and a theory (Juliao, 2011). This implies that, based on different situations in its context, the individual is capable of making decisions that will benefit themselves. Consequently, they define aspects of their personality, constructing specific characteristics from their experiences. This process results in a series of experiences that will precede and generate knowledge, strengthening the experience as it unfolds in practice.

Methodically, praxeology unfolds in different stages. The first is identified as "seeing," which is further divided into stages focused on identifying problems through observation. The second stage is "judging," where understanding and analysis take place to interpret what was observed earlier, going beyond the findings through analysis. The third stage is "acting," involving intervention to implement an improvement action plan. Finally, there is "creative feedback," which involves reflecting on and learning from the acquired experience and generating a forward-looking perspective through the previous three steps (Juliao, 2017).

On another note, delving into the conception of civic competencies, as defined by the Ministry of National Education (MEN), they are described as a "set of cognitive, emotional, and communicative knowledge and skills that, articulated together, make it possible for the citizen to act constructively in democratic society" (Ministry of National Education, 2014).

In connection with the above, civic competencies encourage responsible, active, and constructive participation in the democratic citizenry, respecting the diversity of their context (Zuta, Velasco, & Rodríguez, 2014). According to Ruiz & Chaux (2005), civic competencies are classified as follows:

- Cognitive competencies: referring to various perspectives on civic engagement based on diverse mental processes, recognizing different contexts and positions.

- Communicative competencies: related to citizen participation and construction, focusing on interpersonal skills with broad communication visions, not limited to verbal language.

- Emotional competencies: involving skills that respond to the recognition of one's own and external emotions to build positively, emphasizing social adaptation.

- Integrative competencies: encompassing the above competencies in a practical context.

It is necessary to develop these competencies to navigate effectively in diversified environments, as stated by Bernate, Bejarano, and Cardozo (2020). A society with citizens possessing low levels of civic competencies affects individual actions within the coexisting society. Optimal development of civic competencies helps individuals thrive in different socio-cultural contexts, influencing societal behaviors on conceptual, behavioral, and political levels (p. 649).

In addition to the above, it is pertinent to clarify that suitable means must be provided from the educational context for their development. As Gómez (2008) expresses, it is essential to provide the precise tools for comprehensive, just, and suitable acts through socialization to resolve daily conflicts. This way, individuals contribute responsibly, peacefully, and constructively to coexistence and democratic processes, maintaining respect and appreciation for the diversity and differences in their contexts.

Therefore, echoing the sentiments of Bernate et al. (2020), "education at all levels and programs must prioritize the formation of individuals with moral, respectful, and ethical values, aware of fulfilling their social duties to coexist harmoniously" (p. 650). In this regard, and as mentioned earlier, the praxeological model is directed towards comprehensive education. To bridge the gap between knowledge and praxis, there is a push towards extending the model, considering the impact of the immediate context and social responsibility. Consequently, there is an alignment between the process and purpose of praxeology and civic competencies. Given this background, the objective of this document is to describe a reflection on the impact of praxeology on the development of civic competencies in higher education.

1.   METHODOLOGY

The methodology of the article is grounded in the reflective qualitative method. Sánchez Silva (2005) defines it as follows: "The reflective tradition privileges values, norms, and creates behavior patterns that favor an analytical and critical attitude aimed at reviewing and evaluating ideas, assumptions, theories, and conventional methods" (p.116). Moreover, according to Edmund Husserl (cited by Menéndez, 2012), reflection is fundamental in phenomenology, analyzing experiences in an organized way as one of its main tasks.

2.   Civic Competencies Immersed in Social Responsibility

Addressing the topic of social responsibility requires clarification, as mentioned by Juliao (2011), it involves the process through which ethical imperatives guiding human behavior and action concerning others are concretized in personal and group decisions. This inevitably includes acts that lead to commitment and social responsibility, aiming at a "good life" or long-term well-being for everyone. In essence, social responsibility aims to carry out a task that allows the evolution of the context. This document specifically focuses on higher education, thus discussing university social responsibility.

The Colombian Association of Universities (ASCUN, 2010) states that in higher education, social responsibility involves training professionals with competence and ethics in their skills. The goal is to address the social and intellectual challenges of a globalized economy with significant humanistic needs. It emphasizes the formation of citizens with values, just service competencies, and social and creative commitment. The socially responsible university moves beyond a predominantly academic emphasis, actively addressing social needs and issues. It focuses on strengthening programs related to management, academia, research, and extension, with the academic and scientific products originating from the university benefiting society (Valarezo & Túñez, 2014). Thus, university social responsibility serves as a formative tool to address and counteract social issues emerging in the development of the environment. In light of the aforementioned arguments, civic competencies are directly embedded in university social responsibility, becoming one of the essential instruments for connecting, relating, and integrating knowledge gained in academia with praxis in society. Lúquez et al. (2012) assert that civic competencies, as an educational object, foster the relationship between university academic practice and social collectivity, focusing on acquiring skills and abilities related to citizenship and coexistence. Through pedagogical praxeology in higher education, there is a shift towards the development of socially responsible attitudes. Thus, institutions play a crucial role in shaping citizens through University Social

Responsibility. According to Martínez, Lloret, & Mas (2017), universities must promote equal opportunities, talent search in university life, and a good relationship between academic and personal aspects through their actions.

3.Phases of the Praxeological Model and Contribution to Formative Research

Higher education is obliged to provide comprehensive training for individuals capable of taking appropriate actions and decisions in their social context. In universities, spaces for debate around social construction and civic awareness are imperative (Cabanzo, 2017). Therefore, research seedbeds emerge as a space through which realities can be understood, and decisions can be made to transform contexts. According to Saavedra et al. (2015), research seedbeds favor and strengthen diverse perspectives on various events, facilitating solutions to problems. In this sense, as Muñoz & Garay (2015) affirm, research has become an essential process capable of transforming different environments and responding to contextual needs.

Within this framework, the praxeological model contributes to formative research under the paradigm of its four moments. Therefore, the spaces of formative research are systematized clearly to achieve this. "To achieve this, the praxeological approach is located at the intersection of theoretical research, action research, applied and engaged research, being, in addition, a multi-referential and multidisciplinary method" (Juliao, 2006, p.35).

In the "See" phase, as a moment of exploration, collection, and analysis of initial information, and starting with the question "what is happening?", the problem is established. This includes the emergence of questions regarding the research paradigm, considering it as a new process towards the student's academic routine. Through observation, the questions specific to this stage are formulated, as mentioned by Juliao (2006): "Who does what? For whom? With whom? Where? When? How? Why?" (p.32).

In the "Judge" phase, the question "what can be done?" is highlighted. Strategies are acquired to search for and interpret texts, synthesize and structure information, and formalize the process based on the situations encountered after the observation. Prospectively, the points referenced in this phase and stipulated by Juliao are considered. For instance, when problematizing the action, during the formative research phase, it occurs when selecting the subject to investigate. As a result, the formulation of the hypothesis of meaning takes place, representing possible solutions during the ongoing process, such as the variables offered by the tutor.

Regarding the "Act" phase, the guiding question is "what do we do concretely?". The practical application takes place, which, in this case, involves documenting the process, considering all the variables that arise during the writing process and the research moments. It is important to recognize the protagonists of the research, apply the regulations governing the creation and understanding of documents, and master the methodology and technique to be used in the process.

Finally, in the "Creative Feedback" phase, the question "what do we learn from what we do?" is addressed. Throughout the formative research process, a series of experiences and lessons are learned, emphasizing the importance of expanding knowledge boundaries and solving academic needs with the acquisition of new learning during this development. Thus, the doubt, reflection, and the need to know and innovate, as key aspects in research, allow flexibility in the context and, consequently, a change and impact on it.

In light of the presented reflective systematization, it is inferred that becoming a researcher prompts the development of new approaches that can contribute to the positive impact of a context. Research activities contribute information for future determinations (Dávalos, 2016). It also contributes to understanding reality and, on occasion, decision-making at various scales. Therefore, this decision-making process as a political act aligns with civic competencies. One of the reasons is that through the transformations achieved, citizenship and civic behaviors are constructed and expressed in collective expressions (Cabrera, 2020).

Therefore, another perspective is proposed from the systematic organization outlined and addressed earlier in the phases of the praxeological model. Knowing that formative research must follow a series of steps and adhere to the norms under which the research production is carried out, compliance with basic guidelines is evident. For any social space, it is essential to employ and construct rules for harmonious socialization. According to Chaux, Lleras, & Velásquez (2012), norms regulate interactions, determinations, and appreciations made and the difficulties that may arise in social interaction.

4.Formation of citizen competencies under the praxeological model for saber pro tests

To begin this section, it is essential to discuss the point of reference in terms of educational quality, understanding that "quality qualifies something, is linked to something; quality is of something, of education, its products, its actors, its institutions, its contents, its impacts, its processes" (Díaz, Valencia, Muñoz, Vivas, & Urrea, 2006, p. 24). In this sense, Bernate, Fonseca, and Betancourt (2020) affirm that it is extensive, multiple, and leads to a set of knowledge, needs, and scientific contributions corresponding to the work of teachers and students in the learning process. The institution is also an area for this process to take place.

Based on the above, the university as a higher education institution and a trainer of professionals is obliged to offer high quality in its educational process. In addition to this, it must be regulated and comply with the parameters stipulated by the regulations for its evaluation. In this regard, Law 1324 of July 13, 2009, from the Ministry of National Education (MEN, 2009), establishes the criteria and indicators that allow the evaluation of the results obtained in the quality of education, in order to quantify the objectives of the process and achieve continuous improvement in the educational act.

With respect to the above, this procedure is carried out through State exams, administered by the Colombian Institute for the Evaluation of Education (ICFES) (formerly known as the Colombian Institute for the Promotion of Higher Education) and divided into two parts: the first one evaluates formal education officially at the high school level, or those who intend to justify their learning and competencies after completing the referred level. The subsequent exam officially evaluates formal education upon completing undergraduate studies in higher education institutions (MEN, 2009).

According to Abuchar and Simanca (as cited in Ortiz, Gómez, & Arias, 2015), these tests evaluate the fields of "generic competencies applied to students of all formations, which include critical reading, quantitative reasoning, written composition, English, and citizen competencies." Additionally, a series of specific competencies belonging to each field of knowledge are also evaluated.

Regarding citizen competencies, the Saber Tests consider their classification, divided into the four well-known types: cognitive, emotional, communicative, and integrative. Special emphasis is placed on cognitive competencies in the tests conducted for the completion of undergraduate studies. The ICFES (2018) describes three skills deemed necessary for exercising citizenship:

A) Argumentation: the ability to give value to arguments, analyze them, and be able to evaluate them based on a social issue. B) Multiperspectivism: understanding different points of view and the inherent actions that sharing spaces entails, i.e., having a perspective from various angles on civic issues. C) Systemic thinking: identifying and constructing different understandings of social reality, providing possible alternatives to solve them.

Consequently, it is found that praxeology as a pedagogical model can be established as a fundamental basis in the critical and integral formation of those who are educated under this principle, fostering the participation and integration of students. Therefore, citizen competencies emerge from the phases of the praxeological model. In this regard, the study by García Córdoba, Pestana Medina, & Gonzáles Bohórquez (2018) is relevant, as it mentions the implementation of peace courses based on citizen competencies and values within the praxeological model at the University Corporation Minuto de Dios. The aim was to promote skills to recognize their context, reality, and the need to build peace spaces, leading to the conclusion:

"With the research process, it has been possible to recognize the importance of the application of the praxeological model in practices that involve student leadership aimed at the establishment of courses based on education for peace, in which different historical events are recognized, the role of the individual in society and its impact on the social environment of which they are part, based on the appropriation of citizen competencies" (García et al., 2018, p.65).

However, in some cases, specifically regarding the application of the Saber Pro Tests, the results were not reassuring. For instance, a significant percentage of students from Uniminuto-Rectoría Valle, majoring in Early Childhood Education in 2013, scored in the lowest quintiles in relation to citizen competencies (Carvajal, 2016).

Simultaneously, Bernate et al. (2020) compared citizen competencies in first and last-semester students of the undergraduate Physical Education program at Uniminuto- Main Campus. They found that,

concerning integrative, communicative, and emotional competencies, students at the culmination of their higher education had made considerable progress compared to newly enrolled students. However, in the classification of cognitive competencies, a significant regression was observed, where students from both groups showed difficulties in developing critical thinking.

5. Components and criteria of the praxeological curriculum in the faculty of education at uniminuto
Continuing with the UNIMINUTO case, it is now necessary to discuss curriculum terms since it is understood in multiple ways, encompassing various perspectives of the field and educational act. Thus, it can integrate the following perspectives: didactic view, social nature and pedagogical concern, cultural mediation view, and curriculum as a configurator of educational practice (Osorio, 2017). In this sense, the curriculum model is structured into four components that form the basis of the curriculum: Basic Professional Component, which is further divided into a specific and a general subcomponent; Minuto de Dios Component; Professional Component; and Complementary Professional Component.
Based on this, several components are presented that comply with what MEN (2017) stipulates regarding the development of competencies in undergraduate programs in Resolution No. 18583. In this regard:

• **General Fundamentals Component:** Corresponding to competencies in communication, English, mathematical and quantitative reasoning, and scientific, citizen, and technological aspects. This responds to the Minuto de Dios Curricular Component and the Basic Professional Curricular Component with its subcomponents (general and specific), providing introductory competencies for university life.

• **Specific and Disciplinary Knowledge Component:** Referring to the disciplinary conceptualization of the area. These competencies are related to research and continuous reflection by the teaching staff. These competencies are located within the Basic Professional Component since research skills, processing, and deepening of knowledge in the area arise from there.

• **Pedagogy and Educational Sciences Component:** Referring to acquiring knowledge about pedagogical, didactic, and evaluative traditions, as well as the development of the human, cultural, and professional aspects. This contributes to the educational institution. In this sense, theoretical-practical bases related directly to learning are sought. Thus, the mentioned competencies are located in the Professional Curricular Component.

• **Didactics of Disciplines Component:** It constitutes the relationship between Pedagogy and the particular didactics of the disciplinary area. Therefore, it addresses the standards of discipline training from a comprehensive view of the learning process, emphasizing pedagogical practices from multiple action scenarios, which is the central point of teaching. Thus, these competencies are addressed from the Professional Curricular Component and the Complementary Professional Curricular Component.
In summary, the Professional Component, in general, provides competencies that are cross-cutting in various UNIMINUTO undergraduate programs. While specifically, it develops preliminary and common competencies for the faculty's own programs. The Minuto de Dios Curricular Component relates to human, social, and entrepreneurial development. Regarding the Professional Curricular Component, it provides specific professional training and research training. Finally, the Complementary Professional Curricular Component addresses issues related to professional practice, degree options, and elective courses.
Thus, UNIMINUTO works with its curricular components. However, for this, they must be articulated with the curriculum criteria, which serve as support to respond to integral education, a symbol of the praxeological pedagogical model and a duty according to MEN. Consequently, there is the concept of Globality and Integrity understood in the Institutional Educational Project as "the ability of the curriculum to promote integrity among knowledge from the demands of the discipline at the national and international levels, guaranteeing the interaction of its various components and striving for integral education" (UNIMINUTO, 2014, p. 74). In this way, from human development, social responsibility, and the series of professional competencies acquired in the training exercise, the bond with cognitive, investigative, and pedagogical development is woven.
Regarding flexibility as the second curricular criterion, it is found that it is the level at which the conditions and dimensions of the person are adjusted, with a curriculum ready for scientific and technological advances, interaction with other areas, and the recognition of differences (UNIMINUTO, 2014). In this sense, the undergraduate programs aim to build collectively, continuous reflection, and

research training in study groups and formative seedbeds. In addition to offering various degree options under the respect of professional exercise as a life project.

As for the criterion of interdisciplinarity, "the interaction of various disciplines is guaranteed to solve problems linked to the program or problems in the environment, so that teachers and students go beyond the vision of their profession beyond specific theoretical conceptual limits" (UNIMINUTO, 2014, p. 75). Given this, theory and practice are linked from different fields of knowledge for the full development of the Education professional. Encouraging research and confrontation in real action spaces.

From the review of the curricular components and criteria of the praxeological model, it is clear that the training received by undergraduate students in the Faculty of Education at UNIMINUTO tends towards comprehensive training that builds mechanisms for civic growth and integral being, and thus can respond to the needs of society.

CONCLUSION

The praxeological model has a positive impact on the construction of citizenship competencies due to the comprehensive development it fosters in the formative stage of professionals. The praxeological model in higher education, with its characteristic axes such as university social responsibility, goes beyond the purely academic realm, recognizing the university's role in other fundamental dimensions, particularly in the social aspect. The education provided by the Faculty of Education at UNIMINUTO, through the articulation of the praxeological curriculum shaping future educators, addresses societal needs and leads to civic transformations synonymous with social impact.

Moreover, the praxeological model, through its phases, serves as a systematizing tool for experiences that result in research activities. The processes of seeing, judging, acting, and creatively giving back contribute to collective growth. Beyond generating new knowledge, individuals assimilate patterns and norms that are transposed analogously to civic life. Thus, praxeology is not just a means but a way of life and a pursuit of "good living," respecting the cycles and social configurations that exist in the diversity of society. It encourages a shift from individualism to a collective "we."

However, concerning the State Exam for Higher Education, there is a need for greater emphasis on citizenship competencies. While the praxeological model provides tools for social and civic growth and encourages student autonomy in their education across dimensions, students at UNIMINUTO should exhibit greater critical thinking, specifically towards their civic self-formation. The praxeological model offers the means, but students need to take ownership of their formation, particularly in cultivating a critical perspective on their civic responsibilities.

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