

Review article

Patriotic education process in the training of students of the Bachelor's Degree in Primary Education

Proceso de educación patriótica en la formación de estudiantes de Licenciatura en Educación Primaria

Processo de educação patriótica na formação de alunos do curso de Bacharelado em Educação Básica

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Received: 27/06/2025

Accepted: 5/11/2025

ABSTRACT

Within the context of the Third Improvement of the Cuban Educational System and its alignment with Plan E and the Professional Model for the bachelor's degree in Primary Education, patriotic education constitutes an essential axis in the training of future teachers. This article presents a theoretical and documentary review of the patriotic education process in the training of students in the bachelor's degree in Primary Education, with the aim of systematizing the main conceptual frameworks, trends, and pedagogical approaches that underpin its development. Various bibliographic, regulatory, and scientific sources were consulted, allowing for the identification of theoretical foundations, methodological principles, and relevant experiences related to the topic. Based on a critical analysis of the literature, a pedagogical conception is proposed, oriented towards improving the patriotic education process in contemporary Cuban universities. The review

demonstrates that this process contributes significantly to the comprehensive training of education professionals and to the strengthening of national identity in new sociocultural contexts.

Keywords: process; education; patriotic education.

RESUMEN

En el contexto del Tercer Perfeccionamiento del Sistema Educativo Cubano y su correspondencia con el Plan E y el Modelo del Profesional de la carrera Licenciatura en Educación Primaria, la educación patriótica constituye un eje esencial en la formación del futuro docente. El presente artículo realiza una revisión teórica y documental sobre el proceso de educación patriótica en la formación de los estudiantes de la Licenciatura en Educación Primaria, con el propósito de sistematizar los principales referentes conceptuales, tendencias y enfoques pedagógicos que sustentan su desarrollo. Se consultaron diversas fuentes bibliográficas, normativas y científicas que permitieron identificar fundamentos teóricos, principios metodológicos y experiencias relevantes en torno al tema. A partir del análisis crítico de la literatura, se propone una concepción pedagógica orientada al perfeccionamiento del proceso de educación patriótica en la universidad cubana contemporánea. La revisión evidencia que este proceso contribuye significativamente a la formación integral del profesional de la educación y al fortalecimiento de la identidad nacional en los nuevos contextos socioculturales.

Palabras clave: proceso; educación; educación patriótica.

RESUMO

No contexto do Terceiro Aperfeiçoamento do Sistema Educacional Cubano e de sua correspondência com o Plano E e o Modelo Profissional do curso de Bacharelado em Educação Primária, a educação patriótica constitui um eixo essencial na formação docente. O presente artigo realiza uma revisão teórica e documental sobre o processo de educação patriótica na formação dos estudantes do Bacharelado em Educação Primária, com o objetivo de sistematizar os principais referenciais conceituais, tendências e enfoques pedagógicos que sustentam o seu desenvolvimento. Foram consultadas diversas fontes bibliográficas, normativas e científicas que permitiram identificar fundamentos teóricos, princípios metodológicos e experiências relevantes sobre o tema. A partir da

análise crítica da literatura, propõe-se uma concepção pedagógica orientada ao aperfeiçoamento do processo de educação patriótica na universidade cubana contemporânea. A revisão evidencia que esse processo contribui significativamente para a formação integral do profissional da educação e para o fortalecimento da identidade nacional nos novos contextos socioculturais.

Palavras-chave: processo; educação; educação patriótica.

INTRODUCTION

The reality of the 21st century is increasingly complex due to the impositions from hegemonic centers of imperialist power, which are presented as the only valid option for achieving political, economic, and social development goals. Consequently, Cuba finds itself at the epicenter of actions aimed at definitively ending its example. To achieve this, multiple tactics are employed, all with the clear objective of ideological demobilization, designed to erode the political foundations that underpin the Cuban revolutionary process. The situation described above constitutes a profound challenge for Cuban society in general, and for its education system in particular, presenting an urgent need, as enshrined in the Constitution of the Republic (2019) and in the strategic axes and objectives of the National Economic and Social Development Plan through 2030.

This research draws on the guidelines of the Organization of Ibero-American States (OEI), which are based on UNESCO -approved directives, as well as the approaches to patriotic education in Russia, Spain, and some Latin American countries. The Constitution of the Republic and the National Economic and Social Development Plan through 2030 require Cuban universities to provide a timely and relevant response regarding teacher training in general and the process of patriotic education in particular.

The study of the conceptions of Varela (1944) and Martí (1975) constituted an important precedent; the conception about the components and features that make up education in patriotism, developed by a group of authors from the Ministry of Education, made up of Turner, Díaz, Ramos, Quintana, Riquenes, Bonet, Soler, Domínguez and Lau (1994), was also assumed, which requires adaptation to the university level, in addition to its contextualization to the new realities.

Chacón's (2015) contributions regarding the ethical dimension of education, as well as its ethical, axiological, and humanistic approach, proved significant. Regarding substantive university processes,

consulting Galarza (2007), Horruitiner (2011), and the Ministry of Higher Education, with its regulations governing these processes, made it possible to consider patriotic education at this level as a continuous and ongoing process.

The Professional Model (2016), among its functions and tasks, recognizes as a teaching-methodological function the direction of educational activities for the formation of emotions, feelings, norms of conduct, positive qualities of personality and the patriotic, civic, internationalist and anti-imperialist formation of schoolchildren (...); therefore, the training of students of the Bachelor's Degree in Primary Education must be designed as a process to fulfill that function in professional practice, in accordance with the objectives and values proposed by the Third Improvement of the National Education System, applied to general education.

Despite this, and despite the actions taken, a number of shortcomings were evident regarding the modes of conduct within the university context, which do not always align with the value system that should characterize a student in the Bachelor of Primary Education program, both for the practice of the profession and as a citizen. In certain contexts, students in training lack solid arguments to defend an ideological position consistent with the principles of the Revolution, and therefore do not always demonstrate adequate political preparation. Student scientific activity related to patriotic education is limited from the third year onward. The treatment of the value system, which includes patriotism, is insufficient in the activities carried out within the work component. Furthermore, participation in extracurricular and outreach activities is often neither active nor conscious, especially in activities such as competitions, forums, class festivals, and honorary professorships related to patriotic education.

This was corroborated in a review of patriotic education at the University of Pinar del Río "Hermanos Saíz Montes de Oca," specifically within the training of students in the Bachelor of Primary Education program, beginning in the second semester of the 2015-2016 academic year. The review involved examining program documents, observing classes, participating in outreach activities, and conducting student surveys, in addition to drawing on professional experience in training education professionals. All of this allowed for the identification of potential strengths, including the existence of the National Economic and Social Development Plan until 2030; the professional model's recognition of the following as a professional challenge: *"The formation of values, attitudes, and behavioral norms in the classroom and the school and social context, their alignment with the ideal of civic behavior and the revolutionary ideals of Cuban socialist society"* (MES, 2016); and the fact

that the program's professors possess experience and theoretical and methodological tools that can serve as a professional model for the patriotic education process.

The situation described reflected the need to systematize the main conceptual references, trends and pedagogical approaches that support its development.

DEVELOPMENT

This work was developed under the modality of theoretical and documentary review, aimed at systematizing the conceptual foundations, pedagogical trends and methodological approaches related to the process of patriotic education in the training of students of the bachelor's degree in Primary Education.

theoretical level methods were used to construct the theoretical framework:

- Analysis and synthesis: allowed us to examine the different conceptions and approaches to patriotic education, identify their essential regularities and articulate them in an integrative vision.
- Induction and deduction made it possible to derive theoretical generalizations from concrete experiences of the Latin American and Cuban context, as well as to establish relationships between patriotic education, civic education and national identity.
- Historical-logical approach: it was used to interpret the evolution of the concept of patriotic education from its antecedents in Latin America to its current configuration in the Cuban Educational System.
- Theoretical systematization: allowed to organize and reinterpret the most significant contributions of the consulted authors, in order to build an updated pedagogical conception on the process of patriotic education in the training of the education professional.

At the empirical level, documentary and bibliographic review methods were used, through the consultation of primary and secondary sources (scientific articles, theses, normative documents of the Ministry of Education, and national and international academic literature) published between 1990 and 2024, prioritizing those that addressed the topic of patriotic education, values formation, cultural identity and civic education.

inclusion criteria were applied for the selection of the literature:

1. Thematic relevance to the object of study.
2. Academic recognition of sources and authors.
3. Current relevance and importance of educational approaches.

The analysis of the information was carried out through a process of categorization and comparison of the different approaches found, identifying convergences, tensions, and theoretical gaps regarding the pedagogical treatment of the value of patriotism. The results of this analysis led to the formulation of three guiding ideas that orient an integrative pedagogical conception for improving the process of patriotic education in the training of primary school teachers.

Patriotism can have different meanings and expressions in different cultures and contexts. It is the feeling of love and loyalty toward one's homeland or country. It implies a strong attachment to that nation's culture, history, values, and traditions. Patriots typically show pride in their country and are willing to defend it and contribute to its well-being. This can manifest itself in various ways, such as celebrating national holidays, respecting national symbols (like the flag and anthem), and participating in civic activities.

A historical approach to patriotic education as part of the civic education process

A brief overview of the attention given to patriotic education by different educational systems reveals an undeniable concern about this important aspect of education in various contexts.

According to Zevelev (2016), in the Russian case, despite the domestic and geopolitical changes generated by the fall of the Tsarist empire, the collapse of the USSR and the transformations in its national identity have been quite slow, which makes its collective national identity particularly rigid.

In turn, according to Álvarez (2020), Russian national identity and foreign policy were shaped by different external and internal contexts, while responding to a wide variety of national security challenges. At the same time, Álvarez (2020) emphasizes that it is absolutely necessary to understand that territory and the "protection" of what this state considers part of its population have always been central to Russian national identity, a sentiment that grew during the Soviet period.

The refusal of the major European powers to recognize Russia fostered nationalist sentiment, pride in the homeland, and brought those who considered themselves part of the people even closer together.

On the other hand, Abramova and Popova (2020) refer to some changes that have occurred in Russia since 2018, especially the adoption of radically new educational technologies, particularly individual ones, and from an early age, developing the ability to face changes, seek creative solutions, teach teamwork and instill the skills required to live in the digital age, which is extremely important in today's world.

Abramova and Popova (2020) also argue that, with the adoption of the amendments to the Constitution of the Russian Federation (2020), the objectives and goals of the aforementioned transformation were established. A basic concept is formulated in point 4 of article 67.1, which states that children are the highest priority of Russian government policy, and that the State creates favorable conditions for their comprehensive development: ethical, moral, intellectual and physical, instilling in them feelings of patriotism, civic duty, and respect for elders.

These authors argue that, upon approving the amendments to the Constitution of the Russian Federation, Federal Law No. 273-FZ (2020) of December 29, 2012, was amended and the following paragraph was added:

Education is understood as an activity that aims at personal development, creating the conditions for the development of one's own identity and the socialization of students based on sociocultural, ethical-moral values, as well as the rules and norms of conduct generally accepted in Russian society for the sake of the human being, the family, society and the State; as well as instilling in the student the feelings of patriotism, civic duty, respect for the memory of the defenders of the Motherland and the feats of the heroes of the Motherland, for law and order, for the working man and the older generation, mutual respect, a careful attitude towards the cultural heritage and traditions of the multinational people of the Russian Federation, nature and the environment.

A final evaluation of the analysis carried out by Abramova and Popova (2020) allows us to understand that the draft bill document proposes the existence of a system of values related to social interests, the family institution of high importance and transcendence, and the State; therefore, the educational action it proposes is projected towards the care of monuments, the formation of national pride with what has been achieved by previous generations, the dissemination of Russian military history and the commemoration of historical dates.

Citizenship Education was included in the compulsory education curriculum during the second decade of this century; this occurred by virtue of the approval by the States of a Resolution of the United

Nations General Assembly. "Between 2004 and 2014, an ideological and political confrontation took place that ended up eliminating Citizenship and Human Rights Education from the education system." (Gómez & García-Ruiz, 2019, p. 52).

Gómez and García-Ruiz (2019) state that "it was the ideological sectors that monopolized education during the Franco regime, imposing their values and principles, that were the least willing to allow ideas and values different from their own to enter the classrooms, not even those that, in accordance with the spirit of the Constitution, defend freedom of thought, critical reasoning and the right of people to make free decisions" (p. 53).

In 1997, the Declaration of Heads of State and Government of the Council of Europe proclaimed Citizenship Education as a priority of its political and educational project, with the aim of helping people to participate actively in society, based on the practice of rights and duties.

According to Gómez and García-Ruiz (2019), this declaration had two main objectives: to raise awareness of how education can contribute to developing citizenship and democratic participation, and to promote social cohesion, intercultural understanding, respect for diversity, and human rights. It aimed to strengthen the capacity of member states to make Education for Democratic Citizenship a priority objective of their education policy.

It was a reality that marked generations of Spaniards for decades and that, currently, constitutes a factor of dissent in Spanish society, which is debating deep contradictions around the educational problem that necessarily transcends the political sphere.

In Latin America, considered the most unequal region on the planet, it is pertinent to highlight what Ramos (1999) refers to when he points out that Latin America, a victim of colonization, exploitation and abandonment for centuries, has the value of patriotism present in the history of the American continent, as protagonist of its long struggles for independence; but its educational systems do not work systematically in the formation of the value of patriotism, which: "...we consider that every educational reform in each country must consider its own reality, starting from this, which is always concrete, to transform it by developing its own values (...)" (Ramos, 1999, p. 3).

The foregoing constitutes an explicit recognition of the importance of context for the development of education. The author himself defines the principle of democratic education as "...the axiological principle: oriented towards the promotion and development of superior and positive values: justice,

equality, solidarity, freedom, democratic and patriotic values, honesty, truth (...)" (Ramos, 1999, p. 5). Regarding the aims of democratic education, he recognizes "...the formation of democratic and patriotic consciousness, linked to social commitment to others, not only in the country where one lives, but also in the continental and global spheres" (Ramos, 1999, p. 5), which demonstrates that this author holds a conception of patriotism distinct from the nationalism prevalent in the region today.

Regarding the objectives of democratic education, it focuses on the forging of national consciousness, the defense and affirmation of sovereignty based on the principle of non-interference in the internal affairs of countries, mutual respect, and the development of cultural identity, among others that demonstrate that this proposal fully aligns with the democratic dimension of the patriotic education process. Therefore, when outlining the essential content for the educational process, it refers to topics related to patriotism and national sovereignty, which it considers civic content, and states that:

Chauvinism and xenophobia must be prevented in the process of patriotic education, considering that: "(...) patriotism is more than the defense of the territory. It advances towards national sovereignty as a defense of the right of each country to decide on its own destiny; to promote its own autonomous and self-sustaining development (...)" (Ramos, 1999, p. 7).

In the Republic of Argentina, Blázquez (2013) published an interesting work in which he "...examines a particular case of the processes of formation of national communities between the end of the 19th century and the beginning of the 20th century in Latin America (...) the performative dimension of state discourses and performances (...) [to contribute] (...) to the formation of patriotic subjectivities through artistic practices" (p. 703).

The author in question states that: "Based on the description of practices organized by the National Council of Education (CNE), these were considered fundamental values in the formation of national subjectivities during those years" (Blázquez, 2013, p. 704). The researcher continues his analysis of the role played by education in the formation of Argentina as a nation-state and delves into how, in the midst of a racist society that criminalized immigrants, resistance and, at the same time, the integration of newcomers were achieved through patriotic activities carried out in schools. This highlights the role that, in the history of education and in the history of nations, diverse actions

contributing to patriotic education have played as an element in the formation of national identities through cultural expressions and other best practices.

Another study that goes back to the beginning of the 20th century in Argentina itself, carried out by González (2019), allows us to understand the role played by "...the narratives of social cohesion that crystallized in the first decade of the 20th century in Argentina (...) an experiment that involved differences and even clashes between different ways of conceiving social and cultural action" (p. 137).

These narratives, which according to the aforementioned author were "...adopted by intellectuals and officials who fulfilled different roles in the promotion of patriotic education in Argentine public schools from 1907 onwards" (González, 2019, p. 138), constituted clear pretensions of accelerating the impetus of patriotic education.

This corroborates the claim, according to this author, that "Patriotic education aimed to promote feelings of love and veneration for the homeland and its heroes in order to intensify a spirit of nationality that was considered scarce among students and the general population" (González, 2019, p. 144). However, several authors suggest that "...the school (...) was not living up to its mission of contributing to the formation of the 'national soul'; this corresponds to the view that the authorities are responsible for having relegated patriotic education to history" (p. 150).

It is evident that, since the first decade of the 20th century, the debate has been ongoing regarding the need to integrate content into patriotic education, which cannot be limited to the teaching of history. Although, in the opinion of the aforementioned author, civics and patriotism are synonymous, they should actually complement each other, with civics being understood as the general aspect and patriotism as the specific aspect of that relationship.

In Mexico, from the late 18th century onward, the pursuit of the canonization of Saint Philip of Jesus generated a whole movement linked to religious education, but with the potential to become a patriotic education. Regarding this process, Tanck de Estrada (2020, p. 104)

From another analysis carried out by Martínez (2007), the presence of the problem dates back two centuries and shows the existence of solid criteria around patriotic education by pointing out that "the Xalapa educational patriotic model became the official and historical discourse about the role

that public and private primary schools in Xalapa should fulfill in the first half of the 19th century (...) (p. 6).

Official and historical discourse for its birth, according to the reference author Martínez (2007), of "...an educational-patriotic project, a local discourse that aimed at the reproduction of power because it was expressed and adapted to a space of expectations (...) to impose and make effective a new educational vision ..." (p. 6).

The author himself states, after studying extensive documentation from the period, that "the patriotic public sphere aimed to make visible the importance of acquiring duties, rights, and attitudes within the new framework of patriotism necessary for the nation's happiness" (Martínez, 2007, p. 8). This was done with highly ambiguous criteria stemming from identifying the nation with the entire population to justify projects originating from the elites. It is evident that, from such an early period, the acquisition of duties, rights, and attitudes was considered relevant to patriotic education.

In an article about national identity, the education system and history in Colombia, covering the historical period 1910-1962, Ghotme (2013) emphasizes that this educational project aimed to facilitate "...social cohesion and mobility amidst various obstacles inherited from the 19th century" (p. 274).

The republican system that emerged in Colombia after its independence was established based on the requirement that education should be the path to achieving this objective, in a context in which "...the generations that lived together in a spectrum of disparate customs and traditions, with multiple interests ..." (Ghotme, 2013, p. 274) were educated in terms of the survival of the Republic.

From the above, it can be inferred that the historical process involved in shaping Colombian national identity has been marked by a difficult struggle that explains the genesis of what is happening today in that Latin American country. Along the same lines, the author herself emphasizes that "the history of Colombia fulfills an exclusively patriotic function that privileges, as a unifying element, the history of civility, which elevates official political actions to the status of heroism and marginalizes difference and dissent" (González, 2015, pp. 21-22).

The Republic of Chile has one of the most criticized education systems in Latin America. Even today, well into the 21st century, Chilean education is characterized by a profound exacerbation of nationalism that originated in the War of the Pacific in 1879.

Mondaca et al. (2013) categorize it as exclusionary and hegemonic education; in this regard they refer to the fact that it fosters the exaltation of the concept of homeland, transferred to students as an expression of state nationalism, maintaining the subject of history as a generator of nationality: "...a nationalist knowledge/power device is produced that establishes the contents of the war of 1879 and a history teacher as a transmitter of said knowledge, so that students feel Chilean and reaffirm their national identity (...)" (p. 124).

One can understand the peculiarity of the patriotic education process in a Latin American republic that stimulates the nationalist sentiment that causes so much damage to the integration process of the region, and that "...despite the existence of peace treaties between Chile, Peru and Bolivia, there are still incubated tensions (...) that are a reflection of the nationalist cult, which uses historical memory as an element of patriotic exaltation and exclusion of the other (...)" (Mondaca et al., 2013, p. 125).

The authors in question focus on the analysis of the context and consider the development of proposals for the teaching-learning process as necessary due to the presence, in the school setting, of "...three historical memories (Peruvian, Bolivian and Chilean), (...) which implies an important challenge for history teachers, who must generate relevant integration skills in historical and pedagogical content" (p. 125).

This leads to criticism regarding the potential of civic education and the fact that, in more than 25 years of post-dictatorship democracy, the quality of national democratic life has not improved. On this point, they argue that "civic knowledge, political socialization, participation, and the assimilation of pro-democratic attitudes constitute valuable resources for exercising citizenship (...)" (Castillo et al., 2018, p. 112).

Strengthening the process of patriotic education in the training of students pursuing a bachelor's degree in Primary Education requires being conceived as an integrated curricular dimension that articulates civic values, national identity, and professional competencies. Studies conducted in the Cuban context show that the most effective proposals are not limited to declarative content but incorporate active pedagogical strategies, workshops, work scenarios, and outreach activities that connect theory with practice and promote Cuban identity as a component of professional identity (González Márquez & Sierra Socorro, 2021; González Márquez, 2021). Regional research and recent reviews also suggest that consolidating these processes requires coherence between national

educational policies and initial teacher training, as well as the standardization of methodological criteria that guarantee the consistent implementation of axiological objectives in curricula (Chávez, 2024).

However, systematic reviews and comparative studies reveal significant gaps: deficiencies in the methodological preparation of trainers, the absence of valid instruments to evaluate learning in civic-patriotic values, and the need to integrate patriotic education into the substantive university processes (teaching, research, and extension) to ensure its sustainability; the urgency of strategies that respond to contemporary challenges such as digital literacy and the influence of social networks on the formation of identities is also identified (Oyarce Salamanca, 2024; studies on values training and civic education in the region, 2022-2024).

In the Cuban context, it is important to highlight the work of Alonso et al. (2020), who address a very current aspect of the patriotic education received by teachers in training, linked to the use of new information and communication technologies, and specifically a website that becomes a support for teaching by the teacher and for learning by the student; content that requires a solid methodological basis that is not normally found in a textbook on this subject or other sources.

The literature recommends mandatory practical experiences (community-service practices, integrative modules and evaluation by axiological rubrics) that allow the articulation of professional development with training in citizenship and patriotism, guaranteeing a social and formative return in the scenarios of primary education. (Rodríguez Saint Hilaire et al., 2024; UNESCO/OREALC, 2020).

CONCLUSIONS

The study identified that patriotic education, as an essential dimension of the comprehensive training of education professionals, has received increasing attention in recent decades, particularly following the transformation of Latin American education systems and the demands arising from the 2030 Agenda and the Sustainable Development Goals. In this regard, the theoretical and documentary analyses conducted demonstrate the need to rethink how this process is conceived and implemented in the initial training of primary school teachers.

The sources consulted reveal that, although there is a historical and cultural tradition that associates patriotism with love of country, the defense of sovereignty, and respect for national symbols, more current conceptions tend to consider educational patriotism as an expression of cultural identity,

social commitment, and civic responsibility. From this perspective, patriotic education is not limited to knowledge of national history but is projected as a formative experience that integrates values, emotions, knowledge, and social practices.

In the Latin American context, diverse approaches coexist. Some countries emphasize civic and citizenship education as a means of strengthening democracy, while others maintain a more traditional view linked to nationalism. However, in recent years, a growing consensus has emerged regarding the importance of promoting an inclusive, critical, and humanist patriotism that recognizes cultural diversity and a sense of belonging to a national and Latin American community. This approach is particularly relevant in Cuba, where patriotic education is part of the value system of the education professional model and is articulated with the principles of the Revolution and the defense of national identity.

The results of the review made it possible to establish three main trends in the treatment of the patriotic education process:

1. Axiological tendency: which considers patriotic formation as part of the system of human values, in close relation to justice, solidarity, freedom and dignity.
2. Didactic trend: oriented towards the improvement of methods and means for the development of the value of patriotism in the educational teaching process, with emphasis on the school-community link.
3. Contextual and identity trend: which recognizes the importance of local history, culture and traditions in the construction of patriotic feeling and national consciousness.

These trends support the proposal of an integrative pedagogical conception for the patriotic education process in the Bachelor of Primary Education degree, based on three guiding ideas: the unity between the national and the universal; the formation of cultural identity as an expression of patriotism; and the active participation of the student in meaningful experiences that strengthen their commitment to the nation and humanity.

Thus, the theoretical and documentary review confirms that patriotic education constitutes an essential component of pedagogical professional training and a key element for strengthening national identity, social cohesion and civic culture in the current context.

Patriotic education in different regions, and specifically in Latin America, has been linked to the emergence and development of the nation-state. This has not been a peaceful process: educational systems have been influenced by the essentially contradictory migrations of poor people from other parts of the world who have settled in the region, and by migrations of aristocratic classes who have had to coexist with the historically established native populations, that is, the descendants of the colonizers and the indigenous peoples, who have contributed to the design of the current republics, marked by profound inequality.

The design of study plans and programs in educational systems is not immune to this reality; there are nationalist tendencies in some cases and a lack of awareness of the spatio-temporal context in others, which damage the formation of a national patriotic sentiment that transcends towards the formation of the feeling of unity, championed by the heroes of Latin American independence.

Hence the proposals for education for democracy in certain contexts, civic education in others, and broader citizenship education, which contain the essence of patriotic education and converge, with the presence of very plural opinions and the recognition, amidst tensions, that patriotic education constitutes an important vehicle for achieving social cohesion as an essential process in new contexts, capable of generating a higher awareness of the rights and duties for the exercise of citizenship.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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