

Original article



Art and political culture for the development of civic education through arts education

El arte y la cultura política para desarrollar la educación ciudadana desde la educación artística

Arte e cultura política para desenvolver a educação cívica por meio da educação artística

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ABSTRACT

In the face of current global problems such as climate change, social conflicts, inequality, and the loss of human values, it has become essential to transform citizens' mindsets in order to ensure the sustainability of the planet and harmonious coexistence among peoples. In response to this need, UNESCO promoted a citizenship-oriented education aimed at fostering critical, responsible, inclusive citizens committed to their environment. In this endeavor, art and political culture played a fundamental role by encouraging reflection on reality, appreciation of diversity, and the development of ethical and aesthetic awareness. In this regard, the objective was to characterize the initial state of the treatment of art and political culture for the development of citizenship education among teachers in the Bachelor's Degree in Art Education program. To achieve this, qualitative research

methods were used, enabling the coding of the variable into units of analysis, categories, and patterns; methods such as the historical-logical, analysis-synthesis, and inductive-deductive approaches were applied, allowing the identification of the main theoretical references of the topic under study. The results revealed shortcomings in the development of citizenship education among Art Education students, making it necessary to consciously incorporate the treatment of art and political culture into their professional training.

Keywords: art; political culture; education; citizenship.

RESUMEN

Frente a los problemas globales actuales, como el cambio climático, los conflictos sociales, la desigualdad y la pérdida de valores humanos, resultó imprescindible transformar la mentalidad de los ciudadanos para garantizar la sostenibilidad del planeta y la convivencia armónica entre los pueblos. En respuesta a esta necesidad, la UNESCO promovió una educación orientada a la ciudadanía, que contribuyera a la formación de ciudadanos críticos, responsables, inclusivos y comprometidos con su entorno. En este empeño, el arte y la cultura política desempeñaron un papel esencial, al fomentar la reflexión sobre la realidad, la apreciación de la diversidad y el desarrollo de la conciencia ética y estética. En tal sentido, se expuso como objetivo caracterizar el estado inicial del tratamiento al arte y la cultura política para el desarrollo de la educación ciudadana en los docentes de la carrera Licenciatura en Educación Artística. Para ello, se utilizaron métodos de investigación cualitativa que posibilitaron la codificación de la variable en unidades de análisis, categorías y patrones; se emplearon métodos como el histórico-lógico, análisis-síntesis e inductivo-deductivo, lo que permitió reconocer los principales referentes teóricos del tema investigado. Los resultados demostraron insuficiencias en el desarrollo de la educación ciudadana en los estudiantes de Educación Artística, por lo que se consideró necesaria la incorporación consciente del tratamiento del arte y la cultura política en su formación profesional.

Palabras clave: arte; cultura política; educación; ciudadanía.

RESUMO

Diante dos problemas globais atuais, como as mudanças climáticas, os conflitos sociais, a desigualdade e a perda dos valores humanos, tornou-se essencial transformar a mentalidade dos cidadãos para garantir a sustentabilidade do planeta e a coexistência harmoniosa entre os povos. Em resposta a essa necessidade, a UNESCO promoveu a educação para a cidadania, contribuindo para a formação de cidadãos críticos, responsáveis, inclusivos e comprometidos com o meio ambiente. Nesse esforço, a arte e a cultura política desempenharam um papel vital, fomentando a reflexão sobre a realidade, a valorização da diversidade e o desenvolvimento da consciência ética e estética. Assim, este estudo teve como objetivo caracterizar o estado inicial do tratamento da arte e da cultura política para o desenvolvimento da educação para a cidadania entre os docentes do curso de Licenciatura em Educação Artística. Para tanto, foram utilizados métodos de pesquisa qualitativa, permitindo a codificação da variável em unidades de análise, categorias e padrões. Métodos como o histórico-lógico, o analítico-sintético e o indutivo-dedutivo foram empregados, possibilitando a identificação dos principais referenciais teóricos do tema de pesquisa. Os resultados demonstraram lacunas no desenvolvimento da educação cívica entre estudantes de artes plásticas, evidenciando a necessidade da incorporação consciente da arte e da cultura política em sua formação profissional.

Palavras-chave: arte; cultura política; educação; cidadania.

INTRODUCTION

The scientific and technological revolution and the global problems of the contemporary world, coupled with cultural colonization by major powers, have led to the loss of cultural identity among peoples of the Global South. This has prompted UNESCO to emphasize the need for citizenship education that fosters understanding and respect for cultural diversity, as well as the promotion of democratic values and peace. Consequently, universities are undergoing transformations to cultivate students with interdisciplinary and critical thinking skills, contributing to the comprehensive general education of new generations. Furthermore, the impact of the COVID-19 pandemic has led to a geography of immobility, accelerating knowledge management through the virtualization of all processes, the development of the digital age, and the rise of social media. This presents a challenge to the defense of the culture and idiosyncrasies of peoples who lack sufficient technological resources to safeguard their national identity without it being undermined.

Hence the role of universities in the search for solutions to develop art in the nation. In this regard, several studies can be identified, such as that of Huerta and Rodríguez (2025), which addresses the role of universities in developing digital education through artistic action that fosters cultural development. According to Díaz (2021), there are 104 universities worldwide working with documentation related to Indigenous contributions on social media in support of their culture, traditions, and art. Meanwhile, Cabrera and Chavarry (2021) refer to the insufficient attention given, in different educational institutions, to political culture and student participation in developing civic education.

In the complex economic, political, and social landscape facing Cuba, universities enable students to enter the workforce and responsibly assume their role as active citizens and defenders of the nation's values. For this reason, Higher Education prioritizes comprehensive, humanistic training committed to the country's history, culture, and heritage. Through academic, research, and outreach programs, the development of civic awareness is fostered, linking scientific knowledge with social sensitivity and respect for national identity. Universities become vibrant spaces of cultural resistance, where art, political culture, and commitment to the Cuban social project converge to train professionals capable of interpreting their time, facing challenges with conviction, and actively contributing to the nation's sustainable development.

Other authors specializing in the topic under investigation, such as Ávila (2019), highlight the role of art as a means of expressing feelings, thoughts, and values, both personal and collective. Furthermore, Estepa *et al.* (2021) trace the antecedents to the conceptualization of civic education as precursors to citizenship education, and Camarena (2023) explains the transformation of traditional education to virtual education due to the COVID-19 pandemic, which enabled the development of artificial intelligence (AI) worldwide, providing tools that facilitate the interaction of art and politics to contribute to the formation of citizens committed to the social and cultural development of the country.

AI is a constant presence that is changing the way we write, research, and understand the world... (Rovira & Pérez, 2025, p. 2). It has begun to occupy a prominent place as an ally in the educational process, facilitating access to personalized content, supporting automated assessment, providing real-time pedagogical guidance, and assisting students and teachers at multiple educational levels, democratizing knowledge, reducing access gaps, and offering viable alternatives for arts education.

Martínez *et al.* (2021) highlight the work of the Cuban state and what the Constitution of the Republic of Cuba states regarding the importance of arts education as a means of guaranteeing citizens' access to culture. López *et al.* (2023) emphasize the importance of creative thinking and creativity, not only within the arts but also in all areas of higher education. Leyva (2024), drawing on Martí's thought, invites reflection on the diversity of artistic expressions and their value within human societies.

However, despite these investigations that serve as a reference for the present research object, the exploratory study demonstrates that deficiencies still persist in the training of students in the Bachelor of Arts Education program at the Hermanos de Saíz Montes de Oca University in Pinar del Río, specifically in:

- Teachers do not take advantage of the potential of art for the development of civic education in students.
- The approach to artistic expression is limited to the disciplines of Art Education, without acknowledging that it should be present in all general education subjects. This fragmentation prevents students from developing a holistic learning experience in which art serves as a tool for interpreting reality, promoting civic education, and strengthening social participation.
- The opportunities offered by programs in Artistic Education, National Security, Philosophy, History of Cuba, Political Economy, and Sociopolitical Theory to integrate the concepts of art and political culture, in a way that contributes to the development of civic education in students, are not always taken advantage of.
- Insufficient understanding by teachers and students about the influence of art on environmental education, in compliance with the sustainable development goals of the 2030 Agenda.
- There are still difficulties in using AI to address the defense of Cuban national traditions.

That is why it is set as an objective to characterize the initial state of the treatment of art and political culture for the development of civic education in teachers of the bachelor's degree in art education

MATERIALS AND METHODS

The research was developed between February and May 2024, under a mixed approach, which integrates quantitative and qualitative methods (Jiménez *et al.*, 2022) to offer a broad and deep view of the treatment of art and political culture for the development of civic education.

Theoretical and empirical methods were employed to characterize the initial state of the treatment of art and political culture for the development of civic education among teachers in the Bachelor of Arts in Education program.

Theoretical methods

- Historical-logical: to systematize background and theoretical-methodological references of the topic in the Art Education career and its context in Pinar del Río.
- Analytical-synthetic: which allowed the decomposition of the object of investigation into its parts and then integrating them into a generalizing understanding.
- Inductive-deductive: it was used to define the treatment of art and political culture to develop civic education in teachers of the Art Education career.
- Hermeneutic-dialectical: it was used throughout the entire scientific research process, allowing the recognition and analysis, by teachers and students, of fundamental categories such as citizen participation, social coexistence, tolerance, inclusion and citizen social identity.
- Content analysis, based on the study of the normative documents of Study Plan E for the training of students in the Art Education program, allowed for an assessment of the guiding principles for the relationships between processes, objectives, and content. This facilitated the substantiation of existing theoretical and methodological conceptions, which enrich the treatment of art and political culture for the development of civic education.

Empirical methods

The research applied a system of empirical methods that allowed for a broad and coherent examination of the treatment of art and political culture for the development of civic education in students of the Art Education degree:

- Participant observation revealed feelings, emotions, behaviors, and ways of thinking associated with these thematic areas. Thanks to this approach, teachers and students reflected, from their professional perspectives, on social coexistence, civic participation, tolerance, and inclusion as pillars for building a more just and sustainable Cuban society.
- The Professional Problems Inventory (PPI), administered to teachers, identified and systematized the main difficulties encountered in their teaching practice regarding the treatment of art and political culture. Based on this data, a teaching strategy was developed that strengthened teacher preparation and fostered integrated methodological work aimed at

stimulating civic participation, coexistence, and inclusion through arts education.

- The in-depth interview provided a detailed overview of perceptions, experiences, and levels of engagement with this content. Among the students, it allowed them to recognize art not only as an aesthetic expression but also as a means of social transformation, identity construction, and the exercise of citizenship. For the teachers, it revealed how they conceive of and develop the link between art and political culture in their teaching and outreach activities; it also highlighted the potential and limitations they perceive in student development.
- Percentage analysis complemented this qualitative perspective with statistical evidence. By processing questionnaires and specific categories and patterns from the surveys, it revealed regularities, trends, and frequency levels in the responses. This made it possible to determine the percentage of students and teachers who value art as an element of national identity, the proportion who recognize Martí's texts as a resource for civic awareness, and the number of teachers who intentionally integrate political culture into their classes. Organizing the results into tables and graphs facilitated comparisons between focus groups, the identification of critical areas, and the definition of priorities for educational action.
- Methodological triangulation strengthened the validity and interpretive richness of the findings. At the methodological level, it combined qualitative techniques—such as in-depth surveys and content analysis—with quantitative procedures—such as percentage analysis—allowing for the examination of the object from multiple dimensions.

At the source level, the experiences and assessments of students and professors were compared to identify points of convergence and divergence. At the technique level, surveys, questionnaires, document analysis, and participant observation were combined, thus integrating perceptions and actual practices. This process led to more robust interpretations: the numerical results found support and context in the qualitative assessments and in the direct observation of the learning dynamics.

In this way, the articulated application of these methods provided a deep and validated vision of the characterization of the initial state of the treatment of art and culture for the development of civic education in teachers of the Art Education career.

To characterize the initial state of the variable, a targeted sample of 20 professors teaching in the Bachelor of Arts in Education program at Hermanos Saíz Monte de Oca University was used. Three focus groups were formed: one with seven professors teaching Social Sciences and History courses,

as well as elective courses in these fields; a second group with five professors teaching Pedagogy-related courses; and a third group with eight professors teaching core Art Education courses.

Therefore, the operation of the variable is needed: *Art and political culture for the development of civic education in students of Art Education*, defining itself as the system of formative, expressive and reflective practices that, through artistic manifestations, reflect the appropriation, reflection and critical application of the principles of ideology in the formation of civic consciousness to contribute to the development of civic participation, social coexistence and inclusion.

The operationalization of the variable is carried out to determine the unit of analysis, categories, and patterns that allowed for the characterization of the initial state of the variable to be transformed. A unit of analysis is anything that is observed, recorded, or interpreted to produce data. For the variable that was operationalized, three units of analysis were selected, as shown in table 1.

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

Analysis unit	Categories	Patterns
1. Formative, expressive and reflective practices in the art teaching-learning process	Artistic production with an educational purpose	He creates works with citizen messages.
	Participation in cultural activities with social commitment	She gets involved in community cultural projects
	Development of reflective and creative thinking	It questions reality through art
2. Critical appropriation of the principles of Marxist, Martí-inspired, and Fidel-inspired ideology through art	Knowledge of ideological principles	It recognizes essential ideas of Marxism-Leninism, of Martí and Fidel
	Critical interpretation of ideological content	Analyze texts with a critical and contextualized view of Cuban society
	Application in specific contexts	Participate in practices consistent with those principles
3. Contribution of art to the formation of awareness and civic participation	Social coexistence and inclusion	Respect diversity and promote dialogue
	Responsible citizen participation	Take on responsibilities with social awareness
	Development of critical awareness and ethical commitment	Question negative attitudes and act ethically

Source: Own elaboration

RESULTS

The study's results demonstrate the need to address art and political culture in the development of civic education for faculty members in the Bachelor of Arts in Education program. Through the analysis of various units, categories, and patterns, it was identified that these dimensions enrich academic training and promote critical, participatory, and transformative awareness; they also foster social commitment and respect for diversity, thus contributing to the sustainable development of Cuban society.

Results Analysis unit 1. Formative, expressive and reflective practices in the teaching-learning process of art.

The results of this unit of analysis reveal that formative, expressive, and reflective practices linked to art in the teaching-learning process do not yet constitute a consolidated strategy for the development of civic education in the Bachelor of Arts in Art Education program. Although some isolated experiences with formative intent were identified, such as the creation of iconic texts and the analysis of Martí's writings through art, which contribute to the discipline of Education for Civic Life that graduates of the program will use throughout the Cuban educational system, these do not reflect comprehensive interdisciplinary planning.

85.7% of teachers in the Social Sciences and History area and 40% of those in Pedagogy expressed limitations, both in their methodological training and in the time available to develop these types of activities. Furthermore, a narrow view persists regarding the role of art in other areas of knowledge, such as Pedagogy and Social Sciences, which translates into an almost exclusive delegation of these practices to Art Education teachers. In addition, teachers do not consider the use of artificial intelligence tools in their teaching strategies and have difficulty designing innovative proposals that link AI with content related to art and political culture, thus limiting the possibilities of promoting critical, creative, and contextualized civic education in students.

Results Analysis unit 2. Critical appropriation of the principles of Marxist, Martí and Fidelista ideology from art.

The results of this unit reflect that, although there is a deep mastery of the contents of Political Culture, History of Cuba, Sociopolitical Theory and the ideology of the Cuban Revolution among the

novice teachers who teach it, who belong to the focus group in the area of Social Sciences and History, their link with art in the formative process is limited and poorly articulated.

85.7% of the teachers in this group demonstrated confidence in addressing ideological content, but only one managed to coherently integrate that content with artistic productions. In the Pedagogical Sciences group, 40% of the teachers showed conceptual clarity regarding the principles of the Cuban Revolution's ideology, although in practice, their relationship with art remains occasional and based on personal initiatives.

In the field of Art Education, fragmented approaches and superficial references predominate, hindering a deep understanding of cultural identity and philosophical thought from an aesthetic perspective. Although the potential of art to critically analyze texts and social contexts is acknowledged, teaching practices remain focused on commemorative dates or the work of honorary professorships.

Furthermore, teachers lack methodological resources designed to promote interdisciplinary activities that link art, ideology, and political culture with the development of civic education, which limits innovation in the classroom and work with subjects from the Third Improvement of Education related to these topics.

Results Analysis unit 3. Contribution of art to the formation of awareness and citizen participation.

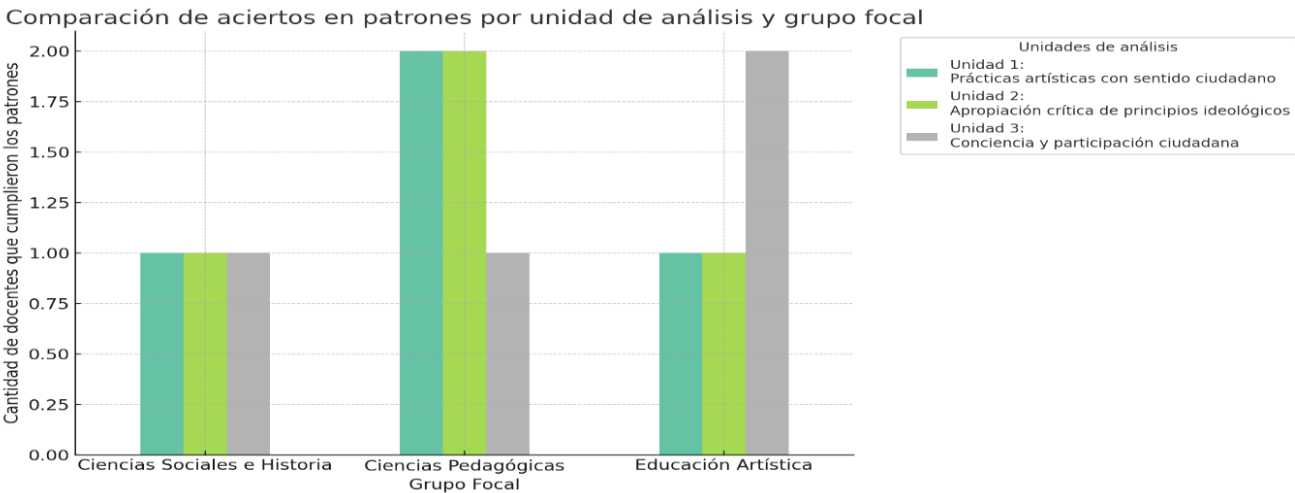
The results of this unit reveal that, although there is a general understanding of the importance of art in civic education, its implementation in pedagogical practice is still limited, fragmented, and dependent on individual initiatives. In the three focus groups, it was evident that topics such as social coexistence, inclusion, and respect for diversity are addressed theoretically, without sustained integration with artistic experiences that foster dialogue and critical thinking. Only 20% of the teachers in the sample designed activities in which students analyzed social problems such as exclusion, corruption, or violence through dramatizations, debates, and audiovisual materials, demonstrating that meaningful integration between art and ethical awareness is possible when it is incorporated into the methodological approach.

However, most teachers expressed insecurity about developing ethical debates or community action initiatives within their subjects, and 80% acknowledged feeling unprepared to develop civic education

through art. Furthermore, the perception persists that these topics fall exclusively under the purview of Philosophy, Cuban History, Political Economy, and Sociopolitical Theory.

The results obtained in the three units of analysis allow us to identify significant progress, as well as limitations, in the use of art and political culture as tools for developing civic education in students of the bachelor's degree in art education. Furthermore, there is an almost complete absence of the use of AI tools as a didactic resource to enhance reflective, creative, and ethical processes, indicating a technological and pedagogical gap that limits the exploitation of current possibilities for educational innovation.

Taken together, the results demonstrate the need to integrate art and culture into civic education within the Bachelor of Arts in Education program. This approach should contribute to the critical appropriation of political culture, strengthen ethical awareness, and promote students' responsible participation in their social context through the use of active and innovative methodologies that meet current demands. These results are shown in graphic 1, which compares the success rates in identifying patterns by unit of analysis and focus group.



Graphic 1. Comparison of pattern accuracy by unit of analysis and focus group

Source: Own elaboration

DISCUSSION

The results obtained from the applied materials and methods allowed for an understanding of how the interconnection between art and political culture manifests itself in the development of civic education within the Art Education program. This discussion is organized around three units of analysis, selected from the operational definition of the variable, which allow for an objective assessment of the level of critical, expressive, and formative appropriation of educational practices that strengthen civic awareness and participation.

Despite the efforts of some teachers to integrate these components, the data reveal a conceptual and methodological fragmentation that limits civic education within the art teaching and learning process. This isolation is evident in the insufficient articulation between subjects, the limited integration of interdisciplinary activities, and the weak presence of art as a vehicle for ideological and ethical development in various educational contexts.

In this sense, it is necessary to reflect on the challenges faced by teacher training in the Art Education career so that future professionals can incorporate the principles of Cuban political culture through art, from reflective, creative and transformative thinking.

Analysis unit 1. Formative, expressive and reflective practices in the teaching-learning process of art.

The analysis reveals that, although teachers recognize the value of art as a formative, expressive, and reflective resource with a civic purpose, its integration into educational practice remains limited and unsystematic. As Guaita *et al.* (2025) argue, art contributes to the development of students' diverse areas of knowledge, stimulating critical and humanistic thinking that fosters the civic formation of more well-rounded and conscious individuals. However, this perspective has not yet been fully consolidated in the Bachelor of Arts in Education program, where practices and experiences are predominantly scattered or poorly coordinated.

In artistic production with a civic purpose, teachers recognize its value, but do not always consider it part of their role, which contrasts with Pastorino (2020), for whom art should respond to students' realities and stimulate social reflection. This also deviates from the Third Improvement of Education in Cuba, which promotes civic education in all subjects. Leyva (2024), drawing on Martí's work,

emphasizes that the interrelation of the arts fosters tolerance and humanism, key elements for civic education.

The use of digital tools and artificial intelligence in arts education is still in its early stages. As Martínez (2025) points out, technology has allowed for quick and efficient access to a vast amount of information. Similarly, emotional intelligence, essential for coexistence and responsible decision-making, is not effectively and comprehensively integrated into the teaching of socio-emotional skills in schools (Fernández *et al.*, 2023).

Cultural activities with a social commitment are sporadic, despite their potential to strengthen the activation of spaces for participation and cultural citizenship (Allegrini *et al.*, 2024). Specific cases show that it is possible to develop creative thinking and creativity in line with the Cuban tradition of socially engaged art (López *et al.*, 2023), but these are still exceptional. This confirms the need for a comprehensive approach that links art and political culture in arts education, so that it effectively contributes to civic development.

Analysis unit 2. Critical appropriation of the principles of Cuban ideology from art.

This unit reveals that knowledge of the ideological principles of the Cuban Revolution is solid on a theoretical level, especially among teachers of Social Sciences and History, but its connection to art is limited. Cabrera and Chavarry (2021) highlight that painting, poetry, and music are effective means for understanding and expressing the Cuban social struggle, although their incorporation into art education remains insufficient.

Cuban and Latin American thought constitutes the epistemological foundation of civic education, fostering the analysis of the relationship between individuals and their community contexts, as well as familiarization with museums, commemorative plaques, artistic and cultural centers, sports facilities, and other institutions that contribute to educational work (Chacón, 2023). However, the link between Martí's works related to art and their contribution to civic education is insufficiently addressed. In practice, the use of conventional political texts predominates, to the detriment of artistic materials that, likewise, transmit values, highlight injustices, and promote the development of a critical consciousness.

The category of application in specific contexts is the weakest: ideology is presented as evaluable content, rather than as a guide for civic action. This coincides with what Chacón (2023) points out

regarding the importance of developing the application of ethical norms and moral values in communication that promote social coexistence.

Despite these limitations, isolated experiences demonstrate that it is possible to integrate ideological analysis and art to promote values such as social justice, solidarity, and active participation in social transformation. This requires innovative methodological preparation, interdisciplinary work, and the recovery of the humanist and revolutionary character of Martí's, Fidel Castro's, and Marxist thought as a basis for civic education in the arts.

Analysis unit 3. Manifestations of civic education in teaching practice

This unit addresses the experience of social coexistence, inclusion, responsible civic participation, and ethical commitment in teaching. While teachers value respect for diversity, practice reveals few opportunities for these attitudes to be actively experienced in the classroom. Obstacles such as curriculum overload, the predominance of traditional methods, and the lack of innovative strategies for addressing sensitive topics—identity, sexual orientation, social inequality—widen the gap between the stated curriculum and the actual curriculum.

Citizen participation is often limited to patriotic or commemorative acts, without a direct connection to community problems. Art, understood as an expression of individual and collective identity (Ávila, 2019), could be an effective vehicle for strengthening civic education, but its potential in this regard is not fully realized.

The development of critical awareness and ethical commitment is recognized as the most fragile aspect. According to Allegrini *et al.* (2024), art promotes inclusion, encourages citizens to reflect on their environment, and develops cultural values within the community.

This unit confirms the need for teacher training focused on integrating civic education through participatory and artistic experiences that allow students to experience values such as inclusion, equity, and social responsibility.

The analysis of the three research units revealed that art and political culture possess high potential for developing civic education within the Bachelor of Arts in Education program. However, their integration into teaching practice is inconsistent and, in many cases, limited to isolated actions lacking a defined and integrated methodological framework. While the training practices demonstrate

valuable experiences, they lack systematicity, hindering the consolidation of critical and engaged civic education. Work with the ideological principles of the Cuban Revolution maintains a theoretical foundation, but this does not always translate into creative teaching proposals that connect art and social action. Finally, the manifestations of civic education in professional practice exhibit weaknesses in social interaction, inclusion, and community participation, with a predominance of commemorative activities over transformative initiatives.

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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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