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**Theoretics on Citizenship Education of University Teachers: a Transdisciplinary Perspective**

**ABSTRACT**

The human being has been constantly immersed in processes that imply various forms of socialization as an individual that interacts within and for the environment. In this sense, the purpose of this study was to generate a theory on the citizen training of university teachers: a transdisciplinary perspective. The research was based on the theoretical contributions of Fernández's Social Humanism (2012), and Nicolescu's Transdisciplinarity (1996). Likewise, the study was oriented from the interpretative paradigm of Sandin (2003), with a qualitative postpositivist approach Martínez (2012), framed in the hermeneutic method Martínez (2009). The informants were three (3) teachers and two (2) coordinators of the National Experimental Security University scenario. The information search technique was participant observation and in-depth interview. Through the generating question; the information was interpreted using categorization, structuring, triangulation and theorizing. In this way, the findings show that specifying training for citizens in the face of its multiplicity of edges, supposes exalting a task that is almost certainly insufficient; despite this, an approximation to their particular data can be sought. Finally, a dimensionality of training coexists that is not completely finished, but also gives social meaning to the academic testimony, directing its action to epistemic processes of significant understanding, with the intention of contributing to the fused improvement of ethical principles in education. University.

**Descriptors:** Citizen training, University Professor, transdisciplinary perspective, University Context, Formative Pedagogy, Andragogy.

**Biographical Review:** Braulio Rafael Seijas Arévalo Master in Political Science, Mention in Regional Development Planning, teaching at (Universidad Bicentenario de Aragua - UBA).