
Cultura comunitaria e historia local, una necesidad en la Historia de Cuba *Communal culture and local history, a need in the history of Cuba*

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Recibido: 10/02/2020

Aceptado: 20/09/2020

Resumen: El trabajo aborda el tratamiento a la cultura comunitaria desde la enseñanza de la historia local en la disciplina Historia de Cuba contextualizada en la carrera Marxismo-Leninismo e Historia, tiene como objetivo una metodología para el tratamiento a la cultura comunitaria desde la enseñanza de la historia local en la disciplina Historia de Cuba. La aplicación de métodos e instrumentos de investigación educativa permitió revelar el comportamiento histórico y los referentes teórico-metodológicos de la problemática, definir los constructos y relaciones de la metodología. Complementa las aportaciones, el método propuesto. La metodología expresa posibilidades para el tratamiento a la cultura comunitaria.

Palabras clave: Historia local; Cultura comunitaria; Metodología; Enseñanza; Formación profesional

Abstract: Work Historia of Cuba discusses the treatment to the communal culture from the teaching of the local history in discipline contextualizada in the running Marxism-Leninism and Historia, it has like objective You Tell The Story Of a methodology for the treatment to the communal culture from the teaching of the local history in discipline of Cuba. The application of methods and instruments of educational investigation allowed revealing the historic behavior and the referent theoretician metodológicos of the problems, defining constructs and relations of the methodology. You complement contributions, the proposed method. The methodology expresses possibilities for the treatment to the communal culture.

Keywords: Local history; Communal culture; Methodology; Teaching; Technical training

Introduction

The neoliberal policies imposed by imperialism on the countries of the Third World, aimed at erasing the culture and historical memory of the peoples, requires the inclusion in the

curriculum of the teaching of national history linked to local history with the inclusion of community culture.

For Cuba, the teaching of history is aimed at defending the nation's socialist project; this requires its link with local history and community culture to make it possible for students to know history more closely in its past-present-future relationship. In this regard, (Díaz, 2006) considers:

Through the study of the locality, the link between theory and practice is produced, by being able to show the schoolchild the conquests of the Cuban people in all the stages of its history. The student sees around him/her how historical progress is produced, the culture, how the facts or phenomena they study materialize how they are objectified and influence their own lives (Díaz, 2006, p. 29).

Bringing history closer to students means taking into account the community where they live, the dialectic of the economic, political, social and cultural development of that context in its past-present-future relationship. This contributes to the better use of historical heritage to foster the defense of identity, promote understanding of the origin and development of the nation in the consolidation of a historical culture, and make them the protagonists of their learning process.

The discipline History of Cuba has remained in the evolution of the curriculum of Marxism-Leninism and History (MLH), but not the teaching of local history, due to the lack of methodological and didactic indications for such purpose, being a limitation to contextualize the student in his community as the protagonist of the culture that is preserved, developed and promoted in harmony with the other social actors.

The teaching of local history, linked to national history, was introduced in 1987 and has been characterized by the persistence of traditionalist and academic methods, the insufficient use of municipal and provincial histories, and the research carried out in coursework, master's and doctoral theses. The materials and didactic manuals elaborated deal with particular methods and procedures with emphasis on political and military events, as well as on great personalities, without taking into account the role of the masses, traditions, customs and beliefs of the communities as part of the national identity.

The local history has been treated in its link with the National History, but not with the community culture, so it is necessary to bring the contents closer to the students' communities of residence; this offers the possibility that the students see themselves represented in their life contexts, feel like protagonists together with their families and neighbors of the changes and material and spiritual transformations that take place in their communities, that they interpret the need to materialize inclusive projects aimed at energizing, in the new conditions, the culture that identifies each community.

These reflections and the new social demands constitute the basis for adopting a more open, flexible and diverse position on the curriculum in order to provide more contextualized responses to social needs.

The systematization carried out and the experience as a professor of History, allowed to verify the existence of the following limitations:

- The methodological precisions of the discipline History of Cuba do not include the treatment to the community culture from the teaching of local history, what limits the preparation of teachers and the integral formation of the professional.
- The teaching of local history is limited to the analysis of military and political facts without taking into account their potential for the treatment of community culture.

The objective is to propose a methodology for the treatment of community culture from the teaching of local history in the discipline History of Cuba in the MLH career of Guantanamo University.

Development

Addressing the harmoniously related elements of local life: the economic, the political, the social and the cultural, allows the treatment of community culture in the past-present-future relationship, by reflecting the peculiarities of the actions of men and women as an essential condition to promote the transformations of their community.

Recognized are the researchers who have systematized the formative potentialities of national and local history, (Acebo, 1991); (Núñez, 1993); (Álvarez, 2006); (Díaz, 2010); (Reyes, 2010, 2011, 2014). All agree that national and local history provides teachers with methodological tools to direct the teaching-learning process (PEA), constitutes a means to

stimulate cognitive and procedural activity for the correct insertion into society, contributes to the formation of a scientific conception of the world, to the formation of a historical culture, and to the shaping of the conscience and identity of peoples. It allows the link between theory and practice.

The teaching of local history has its philosophical foundation in dialectical and historical materialism, a conceptual and methodological basis for understanding the world, man and the process of his development in interaction with the socio-historical reality in which he is immersed and constructs his own life.

We share the opinion of authors such as: (Le Riverend, 1987); (Pagés, 1993); (Torres, 1996); (Reyes, 1999), and others, that the main theoretical problems of the teaching of history as a science of social order are reflected in the way it is taught, where the historiographic currents of Positivism, the School of Annals and Marxism have influenced.

The essential feature of Marxism is the elaboration and logical foundation of a coherent theoretical proposal about social evolution from a globalizing methodology in which the factors that compose society intervene, eluding the hyperbolization of the political that positivism contributed and raising the rank of the economic factors and their relationship with the rest of the elements.

The teaching of local history, from the discipline History of Cuba in the MLH career, facilitates to the professional's formation process the link with its communitarian historical-cultural context as a way for the development of historical thought and the way of acting, which implies the use of methods that lead to the interaction and reflection of students with the agents and formative agencies for a better understanding of the reality of their social context and the formation of a historical culture.

Culture is a multi-dimensional phenomenon in the historical-social context. There is a recurrent coincidence in what refers to the knowledge and its transmission in function of the social and individual development, which denotes, that in this sense and by origin, the culture understood fundamentally, creation, accumulation and transmission of knowledge; for which it fixed its attention in the ways of life, customs, beliefs corresponding to a determined time and group.

Culture is not limited to knowledge; it extends to a wider context, from the locality, through the nation, to the universal and includes as part of it, the culture accumulated in the form of knowledge, technology, arts, legends, traditions, beliefs, among others. Its evolution extends from the personal to the collective.

The analysis of the category culture is based on the dialectical materialistic understanding of history, the formation of a culture conditioned by changes in the economic structure. Work as the source and fundamental condition of development, thanks to which social relations arise, in which man is the creator of material and spiritual wealth, capable of promoting changes and transformations. In this regard, (Engels, 1982) he affirmed: "(...) Work is the first fundamental condition of all human life, to such an extent that, in a certain sense, we should affirm that man himself has been created by the work of work". (Engels, 1982, p. 142)

The systematization made it possible to offer a conceptualization of what is understood as community culture:

The set of traditions, customs and beliefs that identify a certain community of people who share a territory in its connection with the locality, as a result of the relationships established in the process of production of material and spiritual life, characterize the ways of life, give a sense of belonging and promote interest in the study of history and national culture. (Martínez, 2017b)

The student of the MLH career must be prepared so that, in his performance from the university, in interaction with the family and the community, he will achieve the treatment to the traditions, customs and beliefs from the contents of the local history, which will facilitate the reflexive interaction in the contexts of performance.

The importance of the treatment to the community culture from the teaching of local history in the discipline History of Cuba in the MLH career, lies in the possibility of facilitating the successful fulfillment of the objectives declared in the Professional's Model, since they contain the cognitive, procedural and attitudinal-affective-emotional dimensions as a need in the curriculum of the pedagogical

professional formation of current Cuban society, facing the neoliberal policies imposed by imperialism on the nations of the Third World.

The analysis carried out made it possible to determine:

Strengths:

- The need of treating community culture from the potentialities of local history in the discipline History of Cuba.
- Disposition for the treatment to community culture from the teaching of local history
- There are identified the main difficulties for the treatment to community culture from the teaching of local history in the discipline History of Cuba.
- Sense of belonging, love for the community and its culture

Weaknesses:

- Insufficient methodological paths and orientations for the treatment of the community culture.
- The teachers do not manage to articulate coherently the local historical contents with those of the discipline History of Cuba for the treatment of community culture.
- The affective-emotional experiences are not incorporated to the way of acting of teachers who teach the discipline History of Cuba.

The term methodology has had multiple definitions in the pedagogical literature, depending on the purpose for which it is established. For the construction of the methodology, the criteria of (Bermúdez & Rodríguez, 1996) are considered, when affirming that, by didactic arrangement, the methodology in its structure has two apparatuses:

(...) the theoretical or cognitive apparatus and the methodological or instrumental apparatus. The first one makes evident its legal and categorical constitutive bodies. If the legal body of the methodology is configured through relevant laws and principles, its categorical body is expressed in the strictly positive categories and concepts between them. The instrumental apparatus presupposes the methods, procedures (techniques) and means (...) to be implemented in practice (Bermúdez & Rodríguez, 1996, p. 66).

In this way, the methodology is conceived in its two dimensions, as a process and as a result from the interrelationship between the components that make it up.

Because it is adjusted to the object of research, methodology is assumed as: "a systemic sequence of stages, each one of which includes actions or procedures that are dependent on each other and that allow the achievement of certain objectives". (De Armas & Valle, 2011, p. 45)

From the systematization carried out, the literature consulted and the experience accumulated, the Methodology for the treatment of community culture from the teaching of local history in the discipline History of Cuba is defined as: "a way structured in a coherent, systemic, contextualized, procedural way for the treatment of community culture from the teaching of local history in the discipline History of Cuba that allows perfecting the MLH career". (Martinez, 2018)

The methodology is characterized by being systemic, contextualized, integrative, flexible and procedural.

It is based on the postulates of the dialectical materialist philosophy, sociology, Marxist psychology, pedagogy, methodology and didactics.

General objective: to guide teachers and students in a theoretical-methodological way to treat community culture from the teaching of local history in the discipline of Cuban History in the MLH career.

It has a structure of components and relationships that characterizes and distinguishes it, concretized in a practical way in a method for its implementation.

It is integrated by two apparatuses, the theoretical or cognitive one and the instrumental or methodological one in close relation of hierarchization, subordination, coordination or cooperation, and an integrating dynamic nucleus: the method of contextualized reflexive interaction, presided by the general objective, establishing a relation of hierarchy of this one with the parts that conform it. In their dialectic interrelation, they conform a whole for the theoretical-methodological procedure in the treatment of community culture from the teaching of local history in the discipline History of Cuba.

- The integrating nucleus is formed by the method of contextualized reflexive interaction that guides the guidelines with its ways, made concrete in organized actions of how to develop the treatment to the community culture from the teaching of local history in the

discipline History of Cuba in the MLH career, both in the teacher's preparation and in the students' actions in their context.

Principles that can be applied to the methodology:

- Universal concatenation and interaction of the phenomena
- Principle of methodological structuring. (Matos, 2003)

Principle of the contextualization of the teaching of history. (Veliz, 2011)

These principles required a method, the actions proposed for the treatment of community culture from the teaching of local history in the discipline History of Cuba for the MLH career, find that methodological articulation to achieve the general purpose of the professional's model, from an appropriate articulation and integration of the objectives of the discipline History of Cuba.

The method of contextualized reflexive interaction has as theoretical support, the developing PEA and the Knowledge Dialogue as a way of relating students, professors and the community; it is defined as: "a system of methodological procedures that favors the treatment of community culture from the teaching of local history in the discipline History of Cuba, which means considering the intrinsic relationship among intellectual, procedural and motivational processes". (Martinez, 2018)

The four laws of Didactics declared by (Álvarez, 1996)

The methodological-instrumental apparatus of the methodology is formed by the objectives of the stages, their actions and methodological instrumentation.

Stages of the methodology

First: diagnosis of the conditions for the treatment of community culture from the teaching of local history in the discipline History of Cuba in the MLH career (students and teachers)

Objective: to characterize the teachers of Cuban History, the third year students of MLH career, the program of the Discipline and those of the subjects that integrate it, in order to identify the needs for the treatment to the community culture from the teaching of local history.

Logical steps:

1. Diagnosis of individual and group potentialities and weaknesses.

2. Analysis of the program of the discipline History of Cuba and those of the subjects that conform it to determine the potentialities of the contents.
3. Study of the system of contents of local history elaborated for Guantánamo province.
4. Study of the traditions, customs and beliefs of the communities where students and teachers live, as well as of the community where the University is located.
5. Familiarization of professors with the sources of historical knowledge of the communities.
6. Training of professors in dealing with community culture.

Methodological actions:

Elaboration and application of instruments and exchange with teachers and students

- Evaluation of the results and determination of the cognitive needs of the teachers and students.
- Determination of the potentialities of local history for the treatment of community culture in the discipline History of Cuba.
- Familiarization and sensitization of teachers with the system of local historical contents of the province.
- Familiarization and sensitization with the traditions, customs and beliefs of the communities where students and professors live and where the University of Guantánamo is located.
- For the visit to the museums as a source of historical knowledge, it is convenient to consult the material entitled "Learning history in the museum" of (Díaz, 1989).
- To define how the discipline History of Cuba is going to implement the treatment to the community culture from the teaching of local history.
- For the preparation of teachers of the discipline History of Cuba, it is suggested: methodological meeting and methodological workshop.
- To determine, together with the Department's direction, the most experienced teachers, for the conduction of these actions, as well as the propitious moment for their execution.
- Each space will be controlled and evaluated to detect irregularities and redesign the proposal.

Second stage: planning and design of the actions.

Objective: to determine the methodological procedure, as well as the contents with greater potential for the treatment of community culture from local history.

1. Logical steps: Determination of the contents, methods, means, forms of organization for the treatment of community culture, and the procedure for the development of actions from the contents of local history in the discipline History of Cuba
2. Design of actions.

Methodological actions:

Selection of the contents of the local history (includes system of knowledge, habits and skills, system of relations with the History of Cuba)

- Selection of traditions, customs and beliefs according to the communities to be dealt with from the teaching of local history.

It is suggested to work on economic, political, social and cultural traditions that distinguish the communities and that are part of the national identity, the same should happen with the customs and beliefs.

- Selection of the methods used combined with that of reflexive contextualized interaction and the media.
- Selection of the forms of organization to be implemented.
- Conceive the actions taking as a starting point the results of the diagnosis.
- To value the correspondence of the actions with the objectives of the discipline History of Cuba and the Model of the career professional.
- Definitive elaboration of the system of actions.
- To coordinate the actions to be executed with the groups of subjects.

Third stage: execution of the methodological procedure.

Objective: to execute the methodological procedure to contribute to the treatment of community culture from the teaching of local history in the discipline History of Cuba in the MLH career.

Logical steps:

1. Creation of the conditions for the development of the actions.
2. Execution of the actions.

Methodological actions:

-To manage with the teachers, head of discipline and directors of the department, in coordination with other areas: library, computer labs, audiovisual projection room, museums, cultural centers, UNHIC, personalities, the material and human conditions necessary for the execution of the planned actions.

- To execute the actions designed for the treatment of community culture from the teaching of local history in the discipline History of Cuba in the third year of the MLH career.

- To control the development of each one of the actions attending to: the fulfillment of the objectives, adjustment to the original plan, participants and quality of the action carried out, suggestions coming from the same action and suggestions to be taken into consideration for other moments.

Fourth stage: evaluation of the methodological procedure.

Objective: to evaluate the methodological procedure for the treatment of community culture from the teaching of local history in the discipline History of Cuba in the teachers of the Discipline and in the third year students of the MLH career.

Evaluation is both a process and an outcome. This moment is especially directed to the result, since the evaluation as a process begins from the beginning of the application of the methodology and is maintained throughout it.

In this one, all the participants have a leading role, they will have to demonstrate the level of implication reached during the process in the treatment to the community culture from the teaching of local history in the discipline History of Cuba in the MLH career.

This moment reflects the spiral of development, it returns to the initial moment, but in other conditions, after a work that has favored the individual development at higher levels.

Logical steps:

Valuation of the actions.

Methodological actions:

-Verification of the methodological actions that favor the treatment to the community culture from the teaching of local history in the discipline History of Cuba

- Assessment of the proposed method, its procedures and requirements.

- Evaluation of the changes operated in the teachers' and students' way of thinking and acting from the treatment to community culture from the teaching of local history.

- Evaluation of the actions designed for the evaluation of the acquired knowledge, the development of abilities, feelings and points of view in teachers and students as a result of the fulfillment of the developed actions and of the implementation of the method of contextualized reflexive interaction.

Methodological recommendations

In the preparation of the conditions, it is recommended to the head of the discipline's collective to apply instruments and to exchange with the teachers to know the domain of the contents that make possible the treatment to the community culture from the teaching of local history, it occupies an essential place, the domain of the specificities of the program of the discipline History of Cuba and the indications on the teaching of local history, for what the following actions are proposed:

-To analyze the program of the discipline History of Cuba that contemplates from the foundation, the link with local history and the selection of local historical contents elaborated for Guantanamo Province. To determine the systems of contents of local history that should be explicitly integrated in the programs of the subjects that conform the Discipline.

- To select the local historical facts, phenomena, processes and personalities with potential for the treatment of the traditions, customs and beliefs of the communities.

The general objectives, contents, system of knowledge, pedagogical skills and values, are aspects that are made explicit in the program of the Discipline, this allows the teachers, to select the facts, phenomena, processes and personalities of the local history and interact with it, contributing to conform a climate of preparation, security and confidence in function of the treatment to the community culture.

With respect to the determination of the methodological procedure, this moment favors that the teachers appropriate the elements that allow them to proceed, from the methodological point of view, for the treatment to the community culture from the teaching of the local history.

After selecting, from the proposed method, the other methods to be used, we recommend those that lead to the formation of historical culture, such as heuristic conversation, dialogue of knowledge, problematic exposition, partial search, and research.

Among the means proposed are those that constitute historical sources such as the museum, which is itself a system of media; multimedia, paintings, illustrations, photos, textbooks, written documents, literary works, periodicals of a given period, maps, oral testimonies, speeches, recordings for the achievement of the proposed objectives.

Actions must be designed taking into account the local historical contents that contribute to the integration of the cognitive, procedural and attitudinal-affective-emotional components.

In relation to the execution of the methodological procedure, at this moment the teachers are in conditions to carry out the selection of the means for the treatment of the community culture.

Once the means have been selected, they proceed to their analysis, using the following algorithm:

-Definition, objective-content relationship, teaching methods and media, classification, the system of teaching media, requirements for their proper use and importance of their use in the training of the MLH professional.

-The head of the discipline collective guides the actions designed to treat the community culture from the teaching of local history, with the necessary guiding base for action.

-As this analysis is carried out, the aspects that make up the contents of local history and that integrate the cognitive, procedural and attitudinal-affective-emotional components for the treatment of community culture are revealed.

With respect to the evaluation of the methodological procedure, the head of the discipline collective evaluates the development of the actions proposed for the treatment of the community culture from the teaching of local history, taking into account:

- The orientation of the methodological activities that favor the treatment to the community culture from the teaching of local history in the discipline History of Cuba
- That the method of contextualized reflexive interaction combined with the selected methods and procedures propitiate a productive relationship between teachers and students, and how this is promoted with the use of the proposed methods that make possible the treatment to the community culture from the teaching of local history.
- That the actions are designed for the evaluation of the acquired knowledge, the development of abilities, feelings, points of view in teachers and students, which contribute

to the formation of a reflexive way of acting, in correspondence with the objectives of the discipline History of Cuba and the demands of the professional's model.

- The changes operated in the way of thinking and acting in teachers and students from the treatment to the community culture from the teaching of local history
- The results obtained in the systematization of the pedagogical experience, are manifested in the structuring, convenience, practical implications, methodological usefulness and possibilities of insertion. It was corroborated in the development reached in the treatment to community culture from the teaching of local history in the discipline History of Cuba, and a change in the way of thinking and acting of the directors, teachers, students and community agents, showing the formative potential of local history, which allows to relate other contents that have not been dealt with much in the teaching process and which allows to go deeper into the historical roots of our nation and nationality, besides contributing to perfect the career, the ways and procedures of the PEA.

Main transformations achieved:

- It increases the cognitive level of teachers and students of MLH career on local history, community culture and methodological resources for the treatment of community culture in the discipline History of Cuba.
- The didactic-methodological procedure is raised from the discipline's collective according to the treatment to community culture from the teaching of local history in the discipline History of Cuba, through the concretion of methodological resources and the updating of methods and abilities in the design of actions.
- It increases the commitment and sensibility, through the emotional experiences of teachers and students for the treatment to community culture from the teaching of local history in the discipline History of Cuba.
- It is perfected the teacher and student's way of acting in correspondence with the professional's model by which they are trained which allows them to interact in a reflective and contextualized way according to what is expected with the application of the methodology.

Conclusions

The study of local history for the treatment of community culture in the discipline History of Cuba, allows establishing the antecedents of the object of research and the need of its improvement in correspondence with the demands of the Model of the professional of the MLH career.

The systematization of the theoretical referents, made it possible to elaborate the definitions of communitarian culture, methodology for the treatment of communitarian culture from the teaching of local history in the discipline History of Cuba, method of contextualized reflective interaction.

The study of the current state of the treatment to communitarian culture from the teaching of local history in the discipline History of Cuba in the MLH career reveals the potentialities and insufficiencies that are presented in the theoretical and methodological order.

The methodology allows discerning a methodological instrument of didactic base as a solution answer to the problem that takes place in the formative practice. The proposal defines the steps to follow for the treatment to community culture from the teaching of local history in the discipline History of Cuba.

The proposal's evaluation allowed checking that through local history, a contribution is made to the treatment of community culture in the discipline History of Cuba.

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