

Alternativas docente-integradoras para la promoción de las tradiciones culturales en la Universidad Nacional de Loja

Teaching-integrative alternatives for the promotion of cultural traditions in the National University of Loja

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Resumen: En el presente artículo, se pretende resolver la contradicción que se establece, en el proceso de formación de la Universidad Nacional de Loja, entre: la necesidad creciente de promocionar las tradiciones culturales locales y su limitado tratamiento en los diferentes procesos sustantivos. Por ello, el objetivo es aportar una sistematización teórico-metodológica, que posibilite ofrecer un conjunto de alternativas integradoras, donde la docencia, la investigación y el proceso de vinculación con la sociedad, se integren sistémicamente en una totalidad generadora de sinergias formativo-transformadoras, sustentados en métodos como el histórico-lógico, el inductivo-deductivo y la modelación teórica.

Palabras clave: Promoción cultural; Tradiciones culturales; Alternativas integradoras.

Abstract: In the present article, the intention is to resolve the contradiction that is established, in the formation process of the National University of Loja, between the growing need to promote local cultural traditions and their limited treatment in the different substantive processes. For this reason, the objective is to provide a theoretical-methodological systematization, which makes it possible to offer a set of integrating alternatives, where teaching, research and the process of bonding with society are integrated systemically into a totality that generates formative-transforming synergies, sustained in methods such as historical-logical, inductive-deductive, and theoretical modeling.

Keywords: Cultural promotion; Cultural traditions; Integrative alternatives.

Introduction

Higher education, from its inception to the present day, has gone through a complex process of evolution. Hence, authors such as Inciarte (2005) and Llerena (2015) agree with the idea

that Higher Education should contribute with the definition of sovereignty, identity and the formation of the being, in a context of high complexity, in which elements nuanced by economic inequalities, technological development and wide socio-cultural diversity are interwoven, where the formation process acquires a special significance.

The essential categories used in this article are: training process, cultural promotion, cultural traditions and promotion of cultural traditions. In this sense, Gonzalez' perspective (2016) fits the theoretical interests of the present theoretical foundation, referring to formation in the following way: "Whenever it is formed, the context and specific conditions are present, there is a purpose and the subject must be taken into account. Formation is linked to a culture, an identity, and socio-historical conditions (p.166)".

In other words, the author situates herself in the essence of the relationship formation-culture-identity, with which one is in total agreement, if one takes into account that university formation is an integral part of the relationships, which are established at the institutional level and this one, fulfills the charge that society has deposited on it, but at the same time, it carries with it the cultural manifestations and syntheses of the human groups that intervened in its elaboration, which are carriers of certain habits, uses, customs, which give account of a cultural identity, which reflects the historical process.

In essence, in this contribution, university education is understood as a process of a holistic nature, in which the substantive functions of the university are integrated and aims to prepare the student integrally for life in society; it promotes the unity of the study-work-research triad, where the resulting synergies indicate the direction of the development of critical thinking, habits, skills, values and knowledge, in close relationship with the singularities and actions to promote the most significant cultural traditions of the socio-historical context.

Hence, the evolutionary process through which man is socially organized leaves its mark in each historical period and in that transit, new and better levels of development are reflected; links are established between the great advances of humanity in scientific-technical matters and social needs, from where new ways of interpreting, explaining, producing, creating and transforming reality emanate; that human synthesis of a universal character: it is culture. Each of the components of culture are

interrelated, of which cultural traditions and actions to promote them in the process of higher education formation are part, among others. For this reason, Kiyoshi's vision (cited in Madrazo, 2005) regarding cultural traditions is considered very important and is assumed in the present systematization, by giving it an active character, which is revealed in the following approach:

The living tradition is opposed to the tradition of inert objects, because it acts, it moves from one place to another, it grows, it is preserved through transformation; without change there is no tradition because any repetition or reiteration is synonymous with transmission that involves a process of selection and adaptation. In this sense, the cycle of tradition encompasses the past, the present, and the future: tradition is something that is actively made to live in the present, but the action of the present always contains a relationship with the future: through action, the tradition of the past is united with the present and the future.

This author alludes to two fundamental qualities of cultural traditions, which are defended in this article and which constitute it: the active character of the tradition and the cycle through which it passes: the past-present-future relationship. As for the first quality, it should be pointed out that cultural traditions overcome the limits of inactivity and are actively presented as part of culture and are constantly updated; the second quality emphasizes the inappropriateness of identifying traditions only with the old; they adjust to historical times, they are modified and carry within them the imprint of each historical period; hence, the continuous dialogue between past-present-future constitutes a regularity that becomes stable over time.

On the other hand, cultural promotion is one of the most important processes in the protection, support and dissemination of the most significant cultural elements of a nation, so it needs to develop activities that communicate human groups and social institutions, in which the subjects and objects of culture, establish indissoluble links. For that reason, the definition of cultural promotion proposed by Deriche (2006) is assumed when conceiving it as:

System of actions aimed at establishing and promoting the active relationship between the population and culture in order to reach higher levels in both. It includes actions of animation, programming, creation, extension, research, commercialization, industrial production of cultural goods, conservation, rescue and revitalization of cultural values, teaching and training. (p.20)

The affective relations between population and culture are very important; one understands the fact that subjects find meaning in it, establish relationships of enjoyment, feeling and reproduction with those cultural elements that make it singular and universal as a subject of culture, but at the same time, human activity itself, in the different spheres of existence, is part of culture. Therefore, it is a matter of touching cultural traditions, feeling them and revitalizing them dialectically and for this, the intervention of specialized criteria and actions is needed, which make possible their learning and teaching. This is why universities, based on the substantive processes (teaching, research and linkage) that integrate the educational process, have all the tools and possibilities to directly influence the processes of promoting culture in the Ecuadorian, Latin American and world scenario.

The authors of this article define the category of promotion of cultural traditions as the set of actions to disseminate, raise awareness and preserve the most significant socio-cultural legacy of a nation, region or locality; it has a dialectic, active and flexible character as a synthesis of past-present-future relations; it is capable of being developed pedagogically in higher education, through the processes of teaching, research and linkage with society and is consolidated through the production of the most diverse cultural values and the defense of sovereignty.

The socio-cultural scenario from which the different analyses developed in this article emanate is constituted by the province, municipality and canton of Loja, which belong to the Republic of Ecuador. As stated in Article 1 of the Constitution of the Republic (2008): "It is a constitutional state of rights and justice, social, democratic, sovereign, independent, unitary, intercultural, plurinational and secular. It is organized in the form of a republic and is governed in a decentralized manner(p.9)". The first article of the constitution makes clear the position of all its citizens with regard to elements related to society, rights, democracy, sovereignty, and the recognition of cultural diversity.

The above idea is fundamentally complemented by Article 242 of the Constitution of the Republic (2008), which recognizes that the Ecuadorian state is organized, fundamentally, in regions, provinces, cantons and rural parishes, to which is added the existence of special regimes, composed of autonomous metropolitan districts, the province of Galapagos and indigenous and multicultural territorial districts. The National University of Loja (hereinafter UNL), is located in the canton, which bears the same name and the fundamental economic activities are: agriculture, livestock production, agro-industrial industry; cultural tourism, food, archaeological and mainly: religious. Among the most significant elements, in terms of cultural traditions are the festivals, uses, expressions, representations, expressions, knowledge, real estate, acts and techniques, which are part of the tangible and intangible heritage of the municipality and the parishes that make it up, as well as those that are part of the surrounding municipalities. According to the Development Plan presented by the Municipal Government of Loja (2014)

In the canton, there are a total of 89 intangible cultural assets, located in the city of Loja, Chuquiribamba, El Cisne, Malacatos, San Pedro de Vilcabamba and Taquil. With respect to the Tangible Cultural Heritage, there are 613 Movable Goods (Paintings, Sculptures, metallurgical, etc.), registered in the ABACO system, 80.42% are in the city of Loja, mostly in the parish of El Sagrario; and at the level of rural parishes, 7.01% are in El Cisne, and 5.38% in Chuquiribamba. (p.21)

This information gives an account of the great cultural and patrimonial wealth existing in the canton of Loja, with possibilities to be used pedagogically in the process of university formation, fundamentally, in the students of the career of Degree in Basic Education. Among the most important traditional elements of the canton of Loja, there are elements of tangible and intangible order. There are traditional celebrations, of very varied ethnic and historical-cultural origin, between which they are, the related ones to: the Corpus Cristi, San Juan del Valle, the Procession of Sebastian, the Fair of September; the Celebration of independence, the celebration of the foundation and the most representative, that constitutes it: the celebration of the arrival of the Virgin of the Swan.

Development

The authors of this theoretical systematization define the category of alternative teacher-integrators for the promotion of cultural traditions, to the set of teaching activities of a developmental nature, which allow students and teachers, to come into contact with the most important elements of the cultural traditions of the historical-cultural context where they are developed and enable them to manifest themselves consciously, creatively and prominently in their promotion, in a close interrelationship between the teaching-learning process of the different subjects, the research and the link with society, capable of generating synergies of a formative-socio-cultural nature.

In teaching, as a substantive process of the Universidad Nacional de Loja (hereinafter UNL) and its interrelationship with others, there are different limitations, among them: a) the professors and directors recognize that there is not, in the academic regulations of the UNL, a set of integrative activities aimed at promoting cultural traditions, b) the students affirm that in the teaching-learning process of the two modalities: b) students state that in the teaching-learning process of both modalities: undergraduate and graduate, there is a lack of integrative actions, which guarantee the promotion of cultural traditions, c) the development of teaching is aimed at the development of professional skills and the mastery of the contents associated with the undergraduate, continuing education or graduate career, but no actions are proposed that enable the promotion of cultural traditions. For these reasons, the teaching-integration alternatives proposed in this research are aimed at both students and teachers in the UNL's Basic Education career.

Teacher-integrator alternatives aimed at teachers:

The main teacher-integrating alternatives conceived in terms of teachers are: the development of forms of continuous education and the execution of demonstrative and open classes.

- To develop forms of continuous education, where the relations that are established between the main cultural traditions of the canton of Loja and the class of the different subjects of the cycle of formation of the students of the career of Degree in Basic Education are taken into account, based on the development of sociocultural investigations of the context and on the results of the activities of linkage with the society. This form of continuing education can begin with the course and the diploma, as a fundamental modality,

in which the diverse sources, methods and means that exist must be exploited to guarantee its effectiveness. For the development of courses, diplomas, and other forms of continuing education, it is necessary to take into account some elements, among them: a) the results of the diagnosis, b) determining the potential of the contents present in the cultural traditions for their promotion, c) evaluating the way to proceed with the integration of the contents coming from the cultural traditions in each class of the chosen form of continuing education.

a) Take into account the results of the diagnosis

The diagnosis should be used to take into account the real way in which the treatment to the promotion of cultural traditions is manifested, in order to project the design of this form of continuous education, which begins from the governing documents that govern each of the substantive processes of the UNL, as well as the own limitations that teachers have when it comes to relating the teaching-learning process with the promotion of cultural traditions. At the same time, elements of a theoretical-methodological nature must be addressed, which make it possible to understand the evolution over time of the different categories and the way in which they are implemented.

a) To determine the potential of the contents present in the cultural traditions for their promotion

Teachers will take into consideration that it is not a question of promoting all the components of cultural traditions without taking into account their feasibility in the teaching-learning process. This requires the development of a rigorous process of content selection and, to this end, it is necessary to take into account the gradual derivation of the objectives of each unit, subject and theme of the program, and their correspondence with each class. Therefore, it is necessary to carry out an evaluative analysis of the units, themes and topics of the form of continuing education chosen in order to determine what content from the cultural traditions of the context can be implemented, in close relation to the research results and the actions of linkage with society.

At the same time, it is suggested that teachers be consulted about the possible content to be incorporated into the chosen form of continuing education, since the process of integrating content from cultural traditions is consolidated in consultation with the teachers, who will

receive the chosen form of continuing education, so that their proposals and assessments are taken into account and are placed as an active subject in this process.

a) To evaluate the way to proceed with the integration of the contents coming from the cultural traditions in each class of the chosen form of continuing education

It should be specified that the integration of content from cultural traditions in each class of the form of continuing education chosen should take into account the relationship between objective-content, method-media, organizational and evaluation forms, in a process of active and creative appropriation of culture. This means that each academic activity should encourage debate, reflection, and the linking of the contents of cultural traditions with current events in the country, the province, the municipality, and the canton.

-Execution of demonstrative and open classes, where the forms and ways in which different methods, means, and forms of organization can be used to work the promotion of cultural traditions in the teaching-learning process are explained, taking as a base the guiding documents that govern the substantive processes of the university, the results of the research and the actions of linkage with society that are implemented in the UNL. Therefore, the following must be taken into account: the relationship between objective-content, method-media, organizational forms and evaluation.

- The relationship between objective-contents-method-media-forms of organization-evaluation, for the execution of the demonstrative classes, as part of the methodological work with the teachers, an adequate relationship between objective-contents-method-media-forms of organization-evaluation, of the classes to be developed in the chosen form of continuing education, must be taken into account, it is necessary that the elaboration of the objective of the class is directed to the use of the contents of the cultural traditions and to take into account the results of the diagnosis, in such a way that the process of using the contents present in the local traditional popular culture does not occur spontaneously.

The contents, like that part of the cultural traditions of the canton of Loja, which is intentionally selected for implementation in teaching must focus on the nexus between the conceptual, the procedural and the attitudinal.

- The methods will be used in a way that promotes a direct relationship between the objectives of the class and the contents of the cultural traditions. The active participation,

criticism, questioning and assessment by the participants, become a direct result of the selected method, so it is suggested the use of those of a productive nature such as problem solving, independent work and heuristic conversation, among others.

-The media are resources that facilitate the appropriation of content from cultural traditions. Among these media, there are those that combine the traditional: the board, the map, plates, heritage objects and the most current: Power Point show, educational software, videos and others, related to computers.

-The forms of organization will respond to the integration of each of the components analyzed previously; the seminar and the practical class, among others, are forms that promote research and the link with society.

It is suggested that the evaluation be based on self-evaluation and co-evaluation. On the one hand, the self-evaluation, allows the participant to recognize the level that has reached in the investigation, discovery and learning about the cultural traditions of the canton of Loja. On the other hand, the co-evaluation promotes responsibility, group unity, relationships among the participants for the development and fulfillment of the participants in which the mutual evaluation is promoted.

Teacher-integrator alternatives aimed at students:

The main teacher-integrator alternatives projected in terms of students are the following: a) protagonist participation of the students in the classes, b) implementation of extracurricular activities for the promotion of cultural traditions.

a) protagonist participation of the students in the classes

The students of the Bachelor's degree in Basic Education, are the essential protagonists of the whole process. For that reason, the system of activities and actions will have as main objective that the students, through the investigation and the actions of entailment with the society, are able to generate new knowledge, through which knowledge, abilities and cultural values can be developed, that become consistent ways of performance with the promotion of the cultural traditions of the canton of Loja.

-Student-teacher relationship

a) The relationships that are established between students and other actors in the teaching-learning process must be articulated as a system. Teachers play the role of

advisors, guides and managers of the process and students, as the main subject, have the task of investigating, asking questions, doubting and generating new knowledge about the promotion of cultural traditions, through their creative action.

-The student-student relationship

The student-student relations, must be based on the cooperation and the exchange, where the investigation is stimulated and the work with the zone of next development between the members of the school group and the student organizations is stimulated, where all the developed actions are in function of the promotion of the cultural traditions.

Implementación de actividades extracurriculares para la promoción de las tradiciones culturales

Extracurricular activities for cultural promotion should be understood as those that are carried out in the formative process of students of the UNL's Bachelor's degree in Basic Education, which are not present in the curriculum; it requires extracurricular dedication and has student participation in research groups and different forms of communication and socialization of results, in close relation to the substantive processes of teaching, research and linkage with society.

The formative process of the students of the career of Degree in Basic Education, has multiple alternatives to use to strengthen the promotion of the cultural traditions; among them: a) the scientific student work and b) the contest.

- The student scientific work

Student scientific work must be conceived in a planned manner and in close relationship between students and teachers. This must arise from the negotiation between students and teachers to deepen the investigation of the cultural traditions of the canton of Loja.

The previous thing makes possible the treatment: a) development of the reflexive thought and the creativity; b) the solution to problems related to its profession.

Development of reflective thinking and creativity

The scientific-student work constitutes an essential element in the process of formation of the future graduates for promoting the development of the reflexive thought and the creativity, which must be taken advantage of in the promotion of the cultural traditions of the locality, which approaches the student to the investigative activities. The student

scientific work favors the development of research skills, which should be used in the welfare and socio-cultural transformation of their community, while there are greater possibilities that students are interested in promoting the cultural traditions of the canton of Loja and its integration with the substantive processes of the UNL.

a) Solution to problems related to your profession

The problems identified for the development of student scientific work must emerge from the very needs, contradictions and socio-cultural and economic interests of the locality, where the promotion of cultural traditions must occupy a primary position. The scientific-student work, because of the possibility it has to enhance research skills and generate answers to different problems of the community becomes an ideal tool to consolidate the promotion of cultural traditions, therefore, must have a guiding, planned, directed and a harmonious relationship between student and teacher, the first as a researcher and the second as a guide in this complex process.

- The contest

It should encourage the promotion of cultural traditions from an integrative perspective in which elements from teaching, research and links with society are brought together. The contest must have: a) a set of thematic lines and different forms of competition, b) the appropriate development of the contest and the relationship that must be established between student and teacher.

a) Thematic lines and forms of competition

Therefore, the thematic lines must be associated to the different elements of the cultural traditions of the canton of Loja; its history, evolution, manifestations at the present time and the importance that it has for the development of cultural root and cultural values. The forms that can compete can be, among others: presentations, writing of compositions, literature, painting, music, dance and dramatizations.

b) The realization of the contests and the student-teacher relationship

The teacher will not be able to forget that the contests are of, by and for the students and the exchange of individual and group initiatives should be encouraged. For its development, different forms of dissemination should be used, both of the starting dates and of the participants and winners. Among the most common forms of dissemination are: murals,

informative posters, computer resources, as well as local radio and television, among others. This integrative contest must start in the classroom, is consolidated in the UNL training process and is developed at the level of the canton and municipality.

In order to enhance student research activity, it is proposed to manage research-integrator projects that deal with the promotion of cultural traditions capable of generating scientific results and content for their implementation in teaching and in the spaces of connection with society.

- Research-integrator projects

The management of research-integrator projects that deal with the promotion of cultural traditions must have a well-organized structure that guarantees the expected results. Therefore, it must be possible to determine: a) general information about the project, b) summary of the project, c) description of the project, d) general and specific objectives, e) thematic lines, f) proposed methodology, g) expected research results, h) budget to be used.

a) General information of the project

The project must have a set of general information where the title, the project leader, the students and professors participating, with their respective scientific or academic category and the respective ways of contact (email, Tele, Fax)

b) Summary of the project

The project summary should specify the objectives, the synthesis of the main theories, methods, paradigm, possible results and research logic, which will prevail in the research activity, which will be developed during the project management.

b) Description of the project

In the description of the project, all the pedagogical, philosophical, psychological and sociological foundations will be placed, which support the theoretical-methodological bases of the project that enhance the cultural promotion in the process of formation of the UNL, in which each of the substantive processes have an impact.

c) General and specific objectives

d) The general and specific objectives must be in function of strengthening the promotion of the cultural traditions of the locality. The general objectives, will give account of the general

aspirations of the project and the specific ones, will express the particular actions that must be developed to reach the maximum purpose.

a) Thematic lines

The thematic lines constitute the structural elements around which the researchers (teachers and students) will be grouped and at the same time they give an account of the topics on which the contents will be generated.

b) Proposed methodology

The methodology used should correspond to the general paradigm that is declared and the choice of the latter should be made in correspondence with the types of research that will be developed. In general, one paradigm may prevail, but all that is necessary to guarantee the intervention of the scientific method and the generation of new knowledge related to the promotion of cultural traditions may be used.

a) Expected research results

In the project, a planning of the possible results must be carried out, according to the different stages through which the process of its application passes. These results can be revealed in the form of monographs, articles, book chapters, books, student scientific papers, graduation theses of tenth cycle students, master and doctoral research, among others.

c) Budget to be used

The budget to be used will depend on the annual budget plan for the generation of research and on the existing availability. For such purposes, the project needs an accountant, who makes feasible together with the project manager, the elements related to the financial part.

Conclusions

The process of formation in the institutions of university education constitutes a space of development and consolidation of habits, skills, competences, knowledge and values that prepare students for life in society. The relationship between culture-university-society, must be mediated by those actions of promotion of cultural traditions, which make possible the superior jump in the theoretical-methodological knowledge, identification and recognition of the main cultural traditions of the locality.

Culture is a process in which all human activity and creativity is integrated at a bio-psycho-social and historical level, in which the synergies of the different actions that human beings carry out in context are manifested; the transforming relationship subject-matter, subject-object and subject-nature give an account of the most important elements of human existence and communication. The promotion of cultural traditions is expressed as the system of integrating actions, which have as their objective to dynamize the conservation, rescue, creation, animation, research and revitalization of the most important cultural elements of human groups in a determined sociohistorical context, capable of generating the most genuine cultural values and feelings of love for the homeland.

The teacher-integrator alternatives for the promotion of cultural traditions that are suggested do not have a rigid character, they are only proposals, which are put to the consideration of the educational community; the flexible and dialectic character of the process of their implementation makes it possible, that others arise based on the consensus to which students and teachers can arrive, based on the creativity and in direct relation with the socio-cultural context and the students' formative needs.

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