

Las personalidades históricas locales ***Local historical personalities***

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Resumen: La investigación centra su análisis en cómo contribuir a la enseñanza de la historia local en el primer año de la carrera Educación Primaria en la Universidad de Guantánamo, desde el trabajo metodológico de la disciplina Historia de Cuba. Para ello se determinaron los antecedentes que caracterizan el trabajo metodológico y se realizó la sistematización de los referentes teóricos para establecer las bases conceptuales del objeto de investigación. Se emplearon métodos de investigación para determinar variables, indicadores, elaborar los instrumentos para diagnosticar, concebir los fundamentos de la metodología y aplicarla en la muestra seleccionada.

Palabras clave: Historia local; Historia de Cuba; Educación Universitaria, Educación Primaria.

Abstract: The research focuses its analysis on how to contribute to the teaching of local history in the first year of the Primary Education career at the University of Guantánamo, from the methodological work of the History of Cuba discipline. For this, the antecedents that characterize the methodological work were determined and the theoretical references were systematized to establish the conceptual bases of the research object. Research methods were used to determine variables, indicators, elaborate the instruments to diagnose, conceive the fundamentals of the methodology and apply it in the selected sample.

Keywords: Local history; History of Cuba; University Education, Primary Education.

Introduction

The process of improvement of Cuban Higher Education is based on the need to train a type of professional capable of responding to the demands of social demands in contemporary times, characterized by the uninterrupted development of the Scientific-Technical Revolution, this reality that establishes an intimate relationship with the socio-political characteristics or specific national conditions of society. The improvement of the teaching and dissemination of the History of Cuba, in the aspirations of strengthening national unity and stimulating understanding about the origin and development of the Cuban nation, invigorating one's own thinking, from a universal, national, regional and local perspective, is essential for the formation of a citizen who identifies with their history, their values and their culture.

The current conditions of university education, heir to the traditions of almost three centuries of pedagogical work, impose on the faculty of teachers, with extensive teaching and research experience, to work in the main directions related to the assumption or reconstruction of the pedagogical and didactic model that It supports it, and in the selection and organization of the teaching-learning contents, to opt for a more efficient professional training of the students, based on the accelerated advances that occur in the field of research and the socialization of its results . All of this shows the need to guarantee a graduate with a broad profile, whose modes of professional performance respond to the characteristics and development of the society in which they will perform their duties. The teacher training model responds to the guiding principles of Cuban higher education, focused on: the unity between education and instruction, and the link between study and work with the purpose of developing modes of professional performance by incorporating the student, from the first years, to the work settings of his profession.

In the Primary Education career, the History of Cuba discipline constitutes an essential link in the training of the professional, taking into account that the national history is a generator of patriotic, ethical and identity values. If in the training of every teacher and professor the understanding of national history is essential for the training of better revolutionaries and patriots, as demanded by contemporary Cuban society, in the Primary Education career it is an essential requirement in the training of a committed revolutionary professional with its social responsibility capable of transmitting feelings of roots to the autochthonous, due to the role that corresponds to it in society. By the very nature of its content, the History of Cuba fosters a cultural and interdisciplinary approach and the humanistic training of students with the study of the historical, economic, socio-political and artistic evolution of our country from the aboriginal communities to the definitive process of national liberation and socialist construction.

The discipline History of Cuba is a pillar in the defense of the ideology of the Revolution, by revealing the formation of the Cuban people, the thoughts and actions of the men who built the Cuban nation in a long journey of struggles to conquer independence, sovereignty and social justice, the creation of customs and traditions that identify Cubanness, cultural heritage and historical memory, as well as the confrontation with the aspirations and actions

of the North American circles of power to take over Cuba since colonial times, prevent its independence and sovereignty, and after 1959, trying to destroy the Revolution.

These reasons support the importance of teaching and learning about the national history. She is the root of the nation that we have to defend. In 1917, the pedagogue and teacher José Sánchez Guerra published the state of political corruption and the avalanche of foreign capital, particularly from the United States, which was penetrating the island excessively. He believed, however, that: “[...] Our History is the only genuinely ours we own. She can serve to unite more and more closely, by thought and by heart, all Cubans. (Guerra, 1917, p.19). Our Commander-in-Chief in this regard points out: “Studying history and studying it thoroughly is perhaps the most extraordinary instrument at our disposal to transmit values, patriotic sentiments, revolutionary sentiments, heroic sentiments. It is a weapon at the service of culture at the service of teaching how to think and defend ideas, essential processes in the preparation of new generations ”. (Castro, 1992)

In this context, local history plays an important role, due to its contribution in the effort to awaken the student's interest in the subject, because of the link it establishes between national events and those of their environment, as well as because it exalts admiration towards the local characters, the facts and processes of their community and their insertion in the national sphere. These aspects raise their self-esteem and strengthen their pride in the traditions of heroism of the people.

Under these assertions, the study of local history acquires a special scope, as it is the bearer of diverse knowledge that interests the many spheres of man's development in his relationship with society, which appropriately used, for pedagogical purposes, can contribute to perfecting the teaching-learning process. In correspondence with the above, the Ministry of Education encourages its dissemination and requires teachers to implement it at different levels of education, for which various actions have been undertaken, including the development of the knowledge system concomitant with training programs. History of Cuba, in correspondence with the contents that are treated in the different programs of the discipline.

For this reason, we agree with José Antonio Rodríguez Ben, who states that “[...] the teaching of History has reinforced its decisive place in the formation of a general and

integral culture of the Cuban, becoming a priority objective and a main direction of work of the Ministry of Education ”. (Rodríguez, 2007, p.21). To fulfill these purposes, in the training of the Primary Education career professional, instruments must be provided to the student that facilitate the use of the cognitive resources available to them and that are not limited to the use of literature as a source of spiritual enrichment. but also to the development of a creative spirit, where historical documents, the museum, historical monuments, cultural institutions and the community, become sources of historical knowledge. "This sociocultural approach to learning, together with our educational traditions, basically Martí, allows us to link the teaching of History not only with what is happening in the world today, but also to prepare man for life." (Leal, 2000, p.22).

The Guantánamo XX century is marked by the promotion of historical studies from a regional perspective, linked to the teaching of local history. Regino E. Boti, (1912), among others. Beginning in the nineties of the twentieth century, the materialization of the National Project of Provincial and Municipal Histories, governed by the Institute of History of Cuba, marked a turning point in the investigation and writing of the histories of the provinces and municipalities, of which he saw the light the work Historical Synthesis of the Guantánamo municipality.

Linked to this project, the works of José Sánchez Guerra 2017, Wilfredo Campos Cremé (1995, 2001, 2004, 2011, 2017) stand out. This bibliographic universe places contemporary pedagogues in better conditions to face the teaching of the History of Cuba and, especially, events related to the locality.

The results achieved should be used for a better conception of the plans and study programs of Higher Education. Likewise, researchers from the province of Guantánamo have worked on the development of educational materials related to the treatment of local history, at different educational levels. (Núñez and Marilis, 2001). Other authors have supported the use of local history and its contribution to the pedagogical process from various approaches. The predominance of the disciplinary approach is observed, where the content is structured in a logical, chronological and systemic way. Others privilege the activity approach, that is, the practical part of the teaching of History, doing to learn, centered on the subject, where sometimes the student does not have defined the reasons for which the activity is carried

out, or even that it arrives to assess their results. Yamila Rodríguez Tamayo proposes the use of the project method for the integration between the disciplines and the creation of an atmosphere of real interrelation with reciprocity and mutual enrichment with practical activity, to facilitate the cognitive development of the student regarding the teaching of History , specifically in local history. These authors demonstrate in their proposals the need to take advantage of Local History for more comprehensive and contextualized purposes, as well as an adequate preparation of the teacher to assume them.

The study allowed to verify that local history has been implemented mainly in relation to national history, however, its study through a Methodological Alternative for the treatment of local historical personalities has been insufficiently treated by scholars of the subject, and not There is a history of research with this approach in the training of professionals in the Primary Education career.

In the pedagogical studies carried out there is a tendency to use local history in the activities of the pedagogical process, due to its formative potentialities, which requires adequate preparation of the teacher who teaches the subject History of Cuba. Through observation, revision of the professional model, the discipline and subject program, methodological work plans, bibliographic analysis, processing of the results of the instruments applied to students and professors of the University of Guantánamo, plus the experience of the author - member of the National Union of Historians of Cuba, Assistant Professor of the University of Guantánamo, in the specialty of History, with fifteen years of experience in teaching the subject - it has been found that in the teaching process - learning of the subject History of Cuba in the Primary Education career, the following problems are manifested with respect to the teaching of local history:

- Insufficient knowledge of the first year students of the Primary Education career about local historical personalities.
- Insufficient methodological tools for the treatment of local historical personalities in the Cuban History Program, in the first year of the Primary Education career
- The methodological work does not reveal procedures that facilitate the treatment of local historical personalities in the Cuban History Program in the first year of the Primary Education career.

The analysis of the irregularities detected at the University of Guantánamo allows us to understand that in the process of training the Primary Education professional, the potential of local history is not yet exploited, and within it the treatment of local historical personalities in correspondence with the demands of the transformations of Higher Education, therefore, it is not assumed with a developer approach.

History is present in our cities, territories, neighborhoods, squares, parks, streets. In museums, so it is essential to leave the school walls and carry out a stimulating learning activity based on excursions, visits to museums, historical monuments and plates, tours and small investigations that students can do under the guidance of the teacher.

In this way, the approach to the signs and monuments is to remember that observation is one of those sources of historical knowledge, it is a good opportunity to tell our students the story that that inscription, that piece or object evokes, it is necessary to narrate and explain in a simple way the reason why this source is in that place, what fact it commemorates, what personality is being remembered, so that students should not only listen to the teacher's word referring to these places and their significance, but that they should visit them, it is important that they see, read the inscriptions, express with their words what it means for them and express it through poetry, drawings, songs, exhibitions, albums, etc., reflecting their experiences, their impressions, what they have understood, thus helping them to communicate their ideas in written and oral form.

These activities should also contribute to establish the interdisciplinary link between history and Spanish, art, literature, geography and thus know the past in order to understand the present, which will translate into positive convictions and modes of action not only of the students, but of the whole society that is influenced by our children, adolescents and youth.

Proposal for a system of knowledge of National History and Local History to continue working in the Cuban History program.

Unit 1: Background of the process of formation of the Cuban people. The path to the Cuban nationality and nation.

Program knowledge system.

1.1 Creole society from the 16th to the 18th century.

- The native country of the Creole. Pepe Antonio Gómez before the English invasion of 1762.

Local History knowledge system with a brief explanation:

When dealing with the taking of Havana by the English in 1762, it will be explained that a group of Englishmen and southern plantationists from the Thirteen Colonies landed at Guantanamo Bay.

It will be explained that the Cumberland Colony was founded in 1741 as a result of the invasion of the bay by Admiral Vernon who was in command of 6000 English marines, among whom was a contingent of plantationists from the south of the Thirteen Colonies led by Captain Washington, brother of the later first president of the United States. Here we must highlight the response of the Creole Pedro Guerrero who, in front of several residents of the place, heroically faced the occupation.

This event occurred in the town of Tiguabos, today Salvador municipality, because the current municipalities of Niceto Pérez García and Caimanera were part of it. It is necessary to point out the resistance demonstrated by the inhabitants of Tiguabos.

Consult the text of the Guantanamo authors Wilfredo Campos Cremé and José Sánchez Guerra, "Naval Battle of Guantánamo", which was awarded the July 26 National Prize. See the introductory part of the text.

Unit 2: The Cuban Revolution: the struggle of the Cuban people against Spanish colonial rule (1868-1898).

Program knowledge system.

2.1 The struggle of the Cuban people against Spanish colonialism: The Revolution of 68.

- The Spanish repression. The crescent of Valmaceda. Resistance and firmness of the Cubans. Chronology and study of the main events.
- Antonio Maceo and the Baraguá Protest. Historical significance.

2.3 The Revolution of 95.

- Arrival of the main leaders. Meeting of the Marjoram. Goals, driving forces, character.

Local History knowledge system with a brief explanation:

The invasion of Guantánamo by General Máximo Gómez, which occurred in 1871, will be addressed, highlighting the combat in the Cafetal La Indiana, belonging to the municipality of El Salvador.

We suggest the text of the Guantanamo authors Wilfredo Campos Cremé and José Sánchez Guerra, "Los Ecos de la Demajagua in the Upper Cuban East."

In the cultural part, it must be explained that in this historical period, specifically in 1871, José Mendoza Martínez and Francisco Blanch, from Santiago de Cuba, founded on July 15 the first Guantánamo newspaper called "El Eco", published as a weekly from 1871 to 1873. On August 15, 1874, Francisco Castellanos Abreu bought the printing press where El Eco was published and named it La Voz del Guaso. (1874-1892).

It is suggested to see the Chronology of 115 years of journalism in Guantánamo.

To refer to the role of women in this process we suggest the following texts:

- Wilfredo Campos Cremé and José Sánchez Guerra, "Los Ecos de la Demajagua in the Upper Cuban East".
- José Sánchez Guerra. Mambises Guantanameros.
- Manuel García González and Rolando Quintero Mena "Notes for a history of Guantánamo".
- Journal "El Managüí" Year 1987.
- Jerónimo Chivás, Adenia. Female participation in the Ten Years' War. Diploma work. July 2004.

In topic 2.1, when the Baraguá Protest is analyzed, it must be stated that the Guantanamo Martinez Freire participated in it with Maceo's troops.

To state that the last combat of the Ten Years' War took place in Guantánamo, that of La Criolla.

In theme 2.3 the Arroyo Hondo combat and the fall of Arcid Duvergel will be analyzed.

In this same subject, when the students are guided to make the chronology of the most important political and military events of the War of 1895, they should take into account as significant events of Local History that are inserted in the national one, the following:

- Uprising for February 24, 1895. La Confianza.

- Landing of Antonio Maceo, Flor Crombet and other combatants by Duaba on April 1, 1895.
- Landing of Martí, Gómez and other combatants by Playitas de Cajobabo on April 11, 1895.
- Promotion of José Martí to Major General of the Liberation Army in Rancho Tavera on April 15, 1895.
- Battle of Arroyo Hondo.
- Death of Arcid Duvergel.
- Death of Flor Crombet.
- The Odyssey of José Maceo.
- Combat of the Jobito directed by Antonio Maceo on May 13, 1895.
- Route followed by Martí in Guantanamo territory.

Taking into account the need to strengthen work with Local History and its articulation with the national one, in the present work an example of how to do it is exposed through a Methodological Proposal, which can offer alternatives to the teacher for work in the school.

Methodological proposal.

The following steps are proposed to carry out the activity:

1. Teacher self-preparation.
2. Determine the facts that correspond to local history related to the program being taught.
3. Select the knowledge system of the subject program in which the local history content can be inserted.
4. Select the form of organization of the educational teaching process (class, visits to the museum, plates and monuments, excursions) in which these contents will be given out.
5. Select the activities to be carried out by teachers and students before and during the development of the activity.
6. Prior orientation of activities.
7. Execution of the activity or activities.
8. Analysis and evaluation of the oriented activities.

Conclusions

The teaching of local history allows the use of different ways of organizing the educational teaching process due to the existence of multiple sources in the locality.

Working with local history allows the use of the work of Martí, Fidel and Che to enhance feelings of patriotism, anti-imperialism and national identity.

The teaching of local history fosters a more solid knowledge of national history, allowing the schoolchild to discover their environment and initiate an affective bond with it.

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