
Actividades para el tratamiento de la personalidad histórica de Fidel Castro Ruz

Activities for the treatment of the historical personality of Fidel Castro Ruz

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Resumen: El tratamiento a la personalidad histórica desde las clases de Historia de Cuba de noveno grado, constituye una necesidad, según se muestra fehacientemente en la literatura relativa al papel que el mismo juega en la formación de valores, convicciones y formas de actuación que necesita la sociedad cubana. Aunque el tema ha sido abordado, aún existen dificultades en su tratamiento didáctico. Es por ello que el autor se ha propuesto como objetivo del presente trabajo sistematizar los fundamentos teóricos y concretarlos en la práctica educativa en el tratamiento a la personalidad histórica de Fidel Castro Ruz desde la asignatura de Historia de Cuba de 9no grado.

Palabras claves: Personalidad histórica; Tratamiento; Proceso de enseñanza-aprendizaje.

Abstract: The treatment of the historical personality in ninth grade Cuban History classes is a necessity, as it is clearly shown in the literature related to the role it plays in the formation of values, convictions and forms of action needed by Cuban society. Although the subject has been approached, there are still difficulties in its didactic treatment. That is why the author has proposed as objective of the present work to systematize the theoretical foundations and to concretize them in the educational practice in the treatment of the historical personality of Fidel Castro Ruz from the subject of History of Cuba in the 9th grade.

Keywords: Historical personality; Treatment; Teaching-learning process.

Introduction

Since the second half of the 20th century, imperialist countries have adopted a new instrument for the domination and absorption of underdeveloped nations, which is the oblivion of the past, negatively influencing the new generations, favoring the dismantling of the national identity of Third World countries.

In America, the expression of this de-ideologizing purpose is materialized in the policies adopted by the United States towards the rest of the continent. In particular, the attitude towards Cuba has a historical character that changes strategies, but maintains its essence: to turn it into one more in its constellation of stars.

In view of this situation, Cuba has given great importance to the teaching of the history of the homeland in the educational system, for the formation of the new generations, as a way to create a revolutionary conscience, allowing them to understand the existing

reality in the second decade of the 21st century. Moreover, basing its content on the principles, laws and categories of dialectical and historical materialism, as well as on the traditions of struggle of the working class. This education makes possible the continuity of the Revolution and the social project chosen by Cubans.

Therefore, the educational system gives great importance to the treatment of the History of Cuba, from the program of the subject, and through interdisciplinarity with other subjects.

In spite of the studies carried out on this subject, the reality of the teaching-learning process of Cuban History shows insufficiencies characterized by the scarce mastery of the work algorithm for the treatment of historical personalities, the insufficient use of diverse sources to systematize the knowledge related to historical personalities and the scarce knowledge of the life and work of historical personalities that allow making evaluative judgments about them.

That is why the author has proposed as objective of the present work to systematize the theoretical foundations and to concretize them in the educational practice in the treatment to the historical personality of Fidel Castro Ruz from the subject of History of Cuba in the 9th grade.

For this purpose, he used the dialectical materialist method, which will serve as methodological support for the use of other theoretical methods (analysis and synthesis, induction-deduction and system approach), empirical methods (documentary analysis, scientific observation, pedagogical test and survey) and mathematical methods (percentage analysis).

Development

In the teaching-learning process it is necessary to take into account the objective reality in which it unfolds. Its fundamental support lies in the scientific theory of knowledge from a Marxist conception, and therefore, in its materialization through practical activity. From this point of view, the gnoseology of human knowledge is based on the materialist principles of reflection, development and practice, which favors an adequate process whose essential purpose, is to contribute to the integral

formation of students with a scientific conception of the world based on the dialectical-materialist understanding of social development.

In support of this idea, Zilberstein Toruncha considers that this process, with a developmental approach "is the essential mediating way for the appropriation of knowledge, skills, behavioral norms and values, bequeathed by humanity and expressed in the teaching content." In this way, it integrates the cognitive and formative components, in which the instrumental-cognitive-valuative is expressed, and which must be reflected in the students' modes of action, as protagonists of the process.

Seen from the learning angle, it is necessary to take into account indicators such as the following: (Simons, 2005.)

- Learning must be distinguished by being active and regulated.
- It must have meaning, value and usefulness for the process of socialization and individualization.

This meaningfulness is produced or takes place when the student generates the need and desire to learn a given content, and this depends on the spiritual and/or material value that the student recognizes in what he/she learns and how he/she learns it.

These elements are assumed by the author as dimensions for the assessment of the instruments applied from the implementation of this research.

In order to conceive learning activities in history classes, it is necessary to take into account both conceptual and procedural actions that allow students to adopt positions, assume criteria, make decisions, contextualize and contemporize the legacy and transcendence based on the model or paradigm. It is about students becoming aware of the internal bio-psycho-social nature, of the logic of the events and personalities they study, acquiring reasoning resources that allow them to reach independent judgments.

In the achievement of a historical thinking, it is of vital importance to work with the spatial-temporal dimension, since "man has deployed his action with time and in space, according to the conditions he has had to face, which evidences the social dynamics". The timeline facilitates the understanding of the chronological location of

human action through the facts, processes and their relationships, which are intended to establish representations of time in history.

It is important that they master with precision the location of the scenario of historical events, and that they understand how the physical characteristics of the scenario may have influenced the formation and development of a subject as well as the decision making for the development of events.

From the link between the natural-geographical and the historical-social, it is possible to understand the imprint of human beings in space and time, which has an impact on the process of formation of attitudes and values by highlighting the heroism and dedication of men who overcome natural obstacles with adverse conditions, in pursuit of freedom.

An element to take into account is the necessary contextualization to understand the framework of action; and the system of influences exerted on the development of personalities. In order to acquire skills and abilities in this regard, Romero (2010) considers that the most important thing to approach this issue from a scientific point of view, is not to forget the fundamental historical concatenation, to consider each issue, from the point of view of how the given historical phenomenon has emerged, what are its main stages through which it has passed in its development and starting from this point of view of its development, to see what it has become today.

The formation of skills is one of the conditions for an adequate quality of knowledge in students, being one of the ways through which they will have awareness and independence to learn. Its fundamental purpose is for the student to understand, master and apply knowledge. For this, their thinking must act on the concrete object of knowledge, on the sources in which it is represented and communicate, orally, in writing or graphically, the process and product of their understanding. Its correct application is what determines a good student and sets the quality of his cognitive activity. They have a practical character, of actions with objects.

Several Cuban pedagogues agree that there are three levels of cognitive performance linked to the magnitude and peculiarity of the learning achievements reached by the

student in the different subjects, allowing the evaluation of the learning achievements reached:

First level. The student's ability to use the basic instrumental operations of a given subject, recognizing, identifying, describing and interpreting the essential concepts and properties on which it is based.

Second level. The student's ability to establish conceptual relationships, where, in addition to recognizing, describing and interpreting the concepts, he/she must apply them to a given situation and reflect on their internal relationships.

Third level. The student's ability to solve problems, so he/she must recognize and contextualize the problematic situation, identify components and interrelationships, establish solution strategies, and justify what has been done (Puig, 2003).

Therefore, the educational purpose of history teaching should be the promotion of a daily culture of dialogue in the search for the exchange of arguments, reasoning, and collective reflection in organic unity with the principles defended by society. The learning of history is to encourage students to discover the conflicts, challenges, aspirations and doubts of the personalities whose lives and works constitute sources for their study.

Man has always felt motivated to approach the knowledge of the lives of the great personalities who, with their actions, have transformed society. This motivation should be taken advantage of by teachers so that Cuban adolescents approach the study of relevant personalities in the different spheres of social-historical development.

For Karl Marx and Frederick Engels, "Personality is the individual reflection of the set of social relations" (Martin, 2009), since it is the concrete expression of the influences of social relations that influence its formation according to the characteristics of society and the time in which the subject interacts.

An adequate treatment of them in history classes favors the mobilization of students towards historical personalities either by imitation, identification or personal admiration. The study of personalities reveals to students the problems of an era, the changes that occurred in it and the role played by men in this process.

From the didactic point of view, in the study of personalities it is necessary to take into account the context in which they developed so as not to distort the knowledge or prevent an adequate evaluation of their transcendence in the history of the Cuban nation. When their study is undertaken, it must be taken into account that adolescents take as patterns of social behavior the people they admire and therefore become models for their actions.

The treatment of historical personalities in the Cuban school is assumed from two fundamental perspectives in the formation of students, one related to the ideological political work and the other from the teaching-learning processes. These pursue as a specific purpose the formation of models of action in accordance with the current aspirations and needs of society to contribute to the formation of new generations, allowing the approach of this to the defense of national interests, from the development of love for heroes and martyrs.

The study of these, enclose knowledge of their life and personal and social performance, understanding of the moment, motivations, aspirations, conscience of the historical moment, decision, will, these elements favor the possibility of making the historical personalities more human and not abstract.

Several authors propose different models for working with historical personalities, one of them, Romero (1997), considers that the following elements should be taken into account:

- Name and surname of the personality.
- Historical context: time and space from the origins to where their activity is developed. Periodization of his life. Contradictions he faces and those he solves.
- Facts with which he relates or participates. Directions in which he develops as a personality.
- Social class of origin and class interests that he defends and represents.
- Ideas he expresses. Sources from which he draws and in which his ideas are expressed.

- Transcendence of his life and work. Evaluation.

For the study of historical personalities it is necessary to pay attention to the link with the masses and their mobilizing capacity, which confirms that a man alone is worthless. The formal treatment of history leads students to assume it as the result only of the education of great personalities, without perceiving the man-mass as something real.

It is important that in the analysis of social processes, students get to know flesh and blood people acting in concrete historical conditions and manage to reconstruct the framework or scenario where the facts occur. Teaching has the mission of teaching the way to the essential; and in this it must influence the human, spiritual, patriotic and revolutionary formation. The education of feelings must go hand in hand with scientific education.

The personality of Fidel Castro Ruz has become a paradigm for the new generations of Cubans since 1959. His childhood and youth, together with an energetic and willful character forged an attitude that became a representation of the most dispossessed of the era in which he lived. Book individual and silent battles, book others that placed him in the center of the events and from which he always came out with an unbreakable spirit to do better and better for the good of the people.

The author takes him as a role model for many adolescents and young people, since he has countless qualities and values, which the world needs so much in these turbulent times. It has great potential as a formative model and as a paradigm.

A great number of leaders, intellectuals, artists and other international personalities defined him as the political colossus of the second half of the 20th century and the beginning of the 21st, the great leader of the Cuban people, who was worthy of the faith given by his people. He had the vision of a Cuba free from U.S. interference, he was the father of the excluded, builder of peace with social justice, synonymous of anti-imperial struggle and for humanity. He is the kind of man born in the arms of a revolutionary people.

The initial pedagogical test.

In indicator one, referring to knowledge about the life and work. Of the historical personality: of Fidel Castro Ruz, 9 (30%) students showed to know notions about this personality.

In indicator two, mastery of the model for the treatment of historical personalities, 10 (33%) students showed to have knowledge of the model.

In indicator three, application of knowledge of the model for the treatment of historical personalities, 4(13%) students showed mastery in the application of the model.

In indicator four, on learning tasks and possible strategies to improve performance, 4(13%) students apply various tasks and strategies that enable them to improve their learning performance.

In indicator five, how it is achieved, 9(30%) students apply various ways to improve their performance, 5(16%) students do not always find the way to achieve learning.

Based on the study carried out, the author considered as a proposal to contribute to solve these deficiencies the elaboration of a system of activities for the treatment of Fidel Castro's historical personality, taking into account the levels of cognitive performance to work on individual differences.

Example of the activities that make up the system:

These activities can be used in Unit # 2: **The Struggles for Independence**, where skills such as arguing and demonstrating will be developed.

This activity can be used in class # 56 of Cuban History.

Activity # 3: The great teacher of the Cubans.

Objective: To argue the role played by José Martí in the formation of values in the Cuban people through the ideas of Fidel Castro Ruz, in order to strengthen the admiration and respect for the National Hero.

Learning tasks

1. In the Speech delivered at the central act in Commemoration of the 20th anniversary of the attack on the Moncada Barracks, on July 26, 1973, Fidel Castro expressed:

"From him we equally received his inspiring patriotism and such a high concept of honor and human dignity as no one in the world could have taught us."

a) Who is Fidel referring to in this idea?

2. From your point of view, what do you consider patriotism and dignity?

3. How does Martí reflect these values in his life and work?

4. The actions carried out by Fidel Castro Ruz throughout his life are a demonstration of patriotism and dignity before his people. Exemplify

5. From the assumption of this legacy, what teachings did the Commander in Chief of the Cuban Revolution transmit to us that reflect the teachings of the apostle?

Control task

6. Argue with five reasons the phrase used by Fidel Castro Ruz to refer to the moral teachings of José Martí.

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Evaluation of the results obtained from the application in practice of the system of activities elaborated.

Results of the final pedagogical test applied to students.

In indicator one, referring to the knowledge about the life and work of the historical personality: Fidel Castro Ruz, 23 (76 %) students showed to have solid elements about it.

In indicator two, about the mastery of the model for the treatment of historical personalities, 23 (76 %) students showed to have knowledge of the elements of the model.

In indicator three, about the application of the knowledge of the model for the treatment of historical personalities, 23 (76 %) students revealed the achievement of skills in the practical application of the elements of the model.

In indicator four, about learning tasks and possible strategies to improve performance, 19(63%) students perform the various tasks by applying strategies that allow them to improve their learning performance.

In indicator five, related to the application of various ways to improve performance, 17(56%) students achieve better results independently and creatively.

Conclusions

The use of the declared theoretical methods allowed systematizing the fundamentals that support the teaching-learning process of the subject History of Cuba in Basic Secondary Education, taking into account the treatment of the historical personality.

The evaluation of the results obtained in the initial diagnosis ratified the need to elaborate the system of activities to solve the declared scientific problem.

The elaboration of the system of activities was carried out considering the theoretical foundations assumed for the work with historical personalities, constituting a tool for the preparation of students.

The results obtained with the implementation of the system of activities in the final pedagogical test allowed assessing the progress in the students' performance, which demonstrates the feasibility of the system of activities, thus revealing the fulfillment of the objective of the research carried out.

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Los autores declaran que no existen conflictos de intereses.