

Estimulación de la independencia cognoscitiva y Preparación para la Defensa

Stimulation of Independence cognitive and Preparation for Defense

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RESUMEN: El presente trabajo resalta la relación de la estimulación de la independencia cognoscitiva y la Preparación para la Defensa. Destaca el papel del profesor, a partir de que la estimulación de la independencia cognoscitiva constituye una de las tareas primordiales para los docentes en el nivel de Educación Superior, en función de contribuir al desarrollo de un proceso de enseñanza centrado en el aprendizaje y el papel activo del sujeto que aprende y gestiona su formación. La revisión bibliográfica y documental unida al método analítico-sintético permitió fundamentar las relaciones entre estimulación de la independencia cognoscitiva y Preparación para la Defensa.

Palabras clave: Independencia cognoscitiva; Estimulación; Preparación; Defensa

ABSTRACT: The present work highlights the relationship between the stimulation of cognitive independence and the preparation for defense. Stand out of her the role of the professor is highlighted, since the stimulation of cognitive independence constitutes one of the primordial tasks for at the Higher Education level, in order to contribute to the development of a teaching process centered on learning and the active role of the subject who learns and manages their formation. The bibliographical and documentary review together with the analytical-synthetic method allowed substantiating the relationships between stimulation and preparation for defense.

Keywords: Cognitive independence; Stimulation; Preparation; Defense

Introduction

Nowadays, in the context in which the information and communication technologies allow the access to a wide range of knowledge in a very short time, it is necessary to advance in the quality of the teaching-learning process, stimulating in the students the consolidation of the capacities that allow them to use this knowledge in the management of their training.

The stimulation of cognitive independence, as one of these capacities, is essential for the graduate in a specific field to be able to solve with independence and creativity the most common and frequent problems that arise in the exercise of his profession.

Achieving a high level of cognitive independence in the professional graduate, which allows him/her to continue his/her post-graduate training and thus to carry out his/her professional activity with the highest possible efficiency, has been and continues to be a challenge for all disciplines. Much is being done to achieve this, but limitations are still evident. In the discipline of defense preparation, how to contribute to this is still a problem that requires continued attention.

Numerous works have been developed on stimulation in educational sciences, stimulation of creative thinking, Morales (2001), stimulation of creativity, González (2012), stimulation of cognitive independence, Duran (2015), stimulation of cognitive independence, Adolfo (2016), and stimulation of intellectual development and López (2017). These works provide important elements, but the contribution of Duran (2015) is constituted as a background.

All of them show the possibility of stimulating different capacities or qualities in students; however, Duran's theory provides a clearer basis for the stimulation of cognitive independence in preparation for defense.

In the preparation for the defense, the works that come closest to the analysis of the problem are those developed by Quesada (2008) and (2012), which refer to the didactic model of preparation for the defense in higher education.

Taking into account the above, the purpose of this paper is to support the relationships established between the stimulation of cognitive independence and preparation for defense, highlighting the role of the teacher in achieving such stimulation.

Development

Preparation for the Defense and stimulation of the student's cognitive independence.

To substantiate the relationship between these two concepts presupposes as a starting element the characterization of both concepts and their role in the preparation of personnel.

Defense readiness in the training of professionals

Defense is a category that in scientific literature and in everyday dynamics, is related to military issues, however in the social sphere, it is protection, conservation, safeguarding. It is a law that determines the survival of society. This is reflected in the constitutional provisions and fundamental laws of the States, even of those powers whose international relations have historically been dominated by aggression and not defense. Quesada, Ceballos, Rodriguez, Miranda, Gálvez, et al. (2008)

In the Fundamental Law of the Cuban State, in its first and consecutive formulations, it is included as the supreme right and duty of every Cuban, based on the most advanced of Latin American and universal Marxist revolutionary thought. José Martí, (1887), quoted by Rodríguez, (2004) stated: "Man must sleep once in the open air, defy the rain, handle the weapons that will defend tomorrow the homeland or the right...".

Rodríguez, (2004) considers that José Martí, conceived defense as the highest expression of patriotism and an unavoidable duty of every man, to participate in it or prepare for it... understanding that patriotic education could not be carried out detached from the general education of the people.

In this sense, the defense of the homeland as a duty and right of all citizens is a principle that sustains the Cuban educational policy. On this basis, in Higher Education, the preparation for defense is conceived in the training of professionals, initially as a preparation outside the curriculum and later as a system that transversalizes the process. Characterized according to Quesada (2012) by:

- Basic components for all university careers.
- Specific, depending on the professional mode of action linked to national security and defense.
- Interdisciplinary, multidisciplinary and transdisciplinary due to the integration of the contents of the disciplines of the curriculum to the National Security and Defense where Civil Defense and Disaster Risk Reduction are included.

-In the extracurricular, the organization and preparation of territorial troops militias and the different forms of integration to the defense of the students.

In the socio-political life, military patriotic and internationalist education.

The first three characteristics have their manifestation in the Defense Preparation discipline, a curricular component of the above mentioned system, which is part of the curricula of all university careers.

This discipline ensures the preparation of the professional to solve the aspects of the defense in the entities or primary positions where they are placed to develop their work.

Stimulation of cognitive independence in vocational training.

The term stimulation comes from the Latin *estimulare*, which means to incite, to excite with liveliness to the execution of a thing or to enliven an activity, operation or function. Dictionary of the Spanish Language (1984).

It has been used in pedagogical sciences to define categories such as stimulation of creative thinking, Morales (2001), stimulation of creativity, González (2012), stimulation of cognitive independence, Duran (2015) and stimulation of intellectual development, López (2017).

Gonzalez (2012) proposes in this regard, inciting, encouraging teachers in training to be subjects of their own learning in the assimilation of knowledge, skills and values and the tools for their use in an original way; to questioning, deliberation, discovery of the unknown; to the production of such knowledge from their own experiences, highlighting the indissoluble link between the motivational-affective and the cognitive-instrumental spheres of their personality for the systematic redefinition of the teaching work.

Duran (2015) uses it precisely to refer to the stimulation of cognitive independence defining it as: "The system of influences used by the teacher to mediate between the teaching content and the cognitive performance of the student with the use of methodological didactic resources (RDM) that promotes their independent performance in learning situation." Duran (2015, p.)

This author further states that it is about exerting educational and instructional influences on the student's personological resources considered essential in independent cognitive performance.

In these definitions, the important role of the teacher is evident, with orientations and interventions to stimulate the cognitive independence of their students. Orientations and interventions that in the

learning of defense preparation contents become concrete, if, among other aspects, the teacher masters the potentialities of the content that allow exercising such influences.

The level of cognitive independence reached by the student is determinant in the quality of professional performance in general and particularly in the aspects that concern the defense, hence the decisive role of the teacher of preparation for the defense to favorably influence the stimulation of cognitive independence.

Preparation for the defense and its correspondence with the stimulation of the student's cognitive independence.

The training process of professionals, at present, aims at: the comprehensive preparation of students in order to achieve revolutionary, educated, competent, independent and creative professionals so that they can perform successfully in the various sectors of the economy and society in general.

To achieve a professional with a broad profile, with a deep basic and basic-specific training of the profession that allows him/her to solve with independence and creativity, the most general and frequent problems that arise in the exercise of his/her profession.

A broad profile, conceived from the integration of academic, work and research activities, for which actions must be designed to promote motivation for the profession, critical analysis and independent reflection, among others. All this is endorsed in the Organizational Regulation of 2022 of this educational level in its articles 3.1, 4.1 and 6.1.

The above is a requirement for the teaching-learning process of all disciplines and subjects that make up the curriculum of the professional.

Education in defense, besides being developed from the potentialities offered by the content of all the subjects and disciplines that make up the curriculum in the training of the professional, constitutes a system that transversalizes the process.

Up to this point, what has been expressed, shows the close relationship between the stimulation of cognitive independence and the preparation for defense. The latter is not only a preparation system for university students, it is also an academic discipline to which the others are harmoniously integrated for the integral formation of the professional with a view to human development as a goal.

This space allows creating situations for the subject to appropriate the tools that allow him/her to operate within the framework of defense activities or in the field of his/her professional activity and to face the world with a scientific, personalized and creative attitude. The teacher conceives

situations so that the student learns how to learn; through the teaching of the defense preparation content, he promotes not only learning but also human development.

Accordingly, the didactic model of this discipline focuses on teaching as a process of learning orientation where conditions are created for the student to appropriate knowledge, develop skills and form values that allow him/her to act independently.

Providing the achievement of cognitive independence guarantees that man will be able to organize and control his learning, ensuring his permanent education and, with it, a performance with independence and efficiency in the exercise of his labor activity and in defense activities.

Therefore, teachers who are part of the defense preparation discipline group have a high share in the stimulation of students' cognitive independence. The teaching-learning process of this discipline becomes the ideal space to develop actions for this purpose.

Ensuring that the teacher plays the role that corresponds to him/her requires a system of methodological preparation activities that eliminates limitations and incorporates the necessary tools for prior to the execution of the teaching-learning process of defense preparation, the aforementioned actions are conceived during the organization and planning, with the necessary intentionality.

Influencing as a teacher in the stimulation of cognitive independence in the teaching-learning process of defense preparation is extremely necessary and decisive and can be achieved if adequate and effective procedures are used, the necessary knowledge is managed and self-managed for its adjustment to the demands of the discipline and the pertinent aids are requested and provided.

What has been exposed up to this point allows to state that between the preparation for the defense and the stimulation of independence there is a close relationship, the teaching of this discipline provides the student not only with the necessary knowledge to solve the aspects of the defense in the entities or primary positions where they are placed to develop their work, but also with capacities to solve with independence and creativity, the most general and frequent problems that are presented in the exercise of their profession.

Conclusions

It is possible to support the relationship between the stimulation of cognitive independence and preparation for defense by analyzing the characteristics of both concepts and their role in the training of the professional. The preparation for defense is not only a system of preparation of university students, it is also an academic discipline to which the others are integrated in a

harmonious way for the integral formation of the professional with a view to human development as a goal. The stimulation of cognitive independence is an essential requirement and duty of all the subjects that intervene in the integral formation of the professional, therefore it is a requirement and duty for the Preparation for Defense in a particular way the stimulation of this capacity.

There is a complementary relationship between the stimulation of cognitive independence and Preparation for Defense. The stimulation of cognitive independence enhances the quality of the teaching process of this discipline and the preparation for defense contributes qualities to the professional's capacity for independence.

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