
Metodología didáctica para el tratamiento del testimonio oral en zona rural

Didactic methodology for the treatment of oral testimony in rural areas

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RESUMEN: Este artículo hace referencia al tratamiento del testimonio oral, el cual requiere de docentes activos y preparados para hacer de los recursos propios de la zona mediadores didácticos, mediante el uso de testimonios históricos directos como fuente de activación del proceso de enseñanza aprendizaje de la Historia de Cuba. Las técnicas y métodos empíricos utilizados revelan insuficiencias con las fuentes del conocimiento histórico, que limitan la formación de nociones y representaciones históricas en los educandos. En este sentido, se ofrece una metodología, para favorecer la apropiación de los contenidos de esta asignatura.

Palabras clave: Testimonio oral; Historia de cuba; Fuentes del conocimiento histórico; Formación de nociones.

ABSTRACT: This article refers to the treatment of oral testimony, which requires active and prepared teachers to use the resources of the area as didactic mediators, through the use of direct historical testimonies as a source of activation of the teaching-learning process of Cuban history. The empirical techniques and methods used reveal insufficiencies with the sources of historical knowledge, which limit the formation of historical notions and representations in the students, in this sense, a methodology is offered to favor the appropriation of the contents of this subject.

Keywords: Oral testimony; History of cuba; Sources of historical knowledge; Formation of notions.

Introduction

In Cuba, the defense of identity is a process of significant importance, in which education and culture are the ideal way to achieve, through the study of history, a system of values in accordance with the principles of the Revolution.

In Primary Education, this subject occupies a relevant place within the curriculum, promoting the protagonism of the students in the independent search for historical knowledge, in such a way that it contributes to the formation of feelings, motivations, qualities, values, convictions and ideals. In the achievement of this objective, the teaching media, with emphasis on oral testimony, play a fundamental role in the learning of historical content. This aspiration is not always materialized in the teaching-learning process, where its adequate use is required to make the classes attractive and experiential.

Although some sources of knowledge are used, they lack systematization on the part of the teacher, and contextualized resources from the area are not usually used. The elementary school is located in the mountainous area of the Sierra Maestra where there are still people who were eyewitnesses of the war of national liberation and using these eyewitnesses on the basis of the use of direct historical testimonies is a source of activation of the teaching-learning process of Cuban history.

Several authors have made significant contributions to the Didactics of History, among them, Thompson (1988); Benadiba (2007, 2011); Agulló (2010); who used oral sources as a tool and methodological alternative for the social sciences, demonstrating that they are capable of contributing to the formation of values in students.

Trejo (2009) expresses the importance of oral sources as a methodological starting point to improve the process of teaching and learning History, but focuses on the testimonies of teachers who teach the subject at the secondary level in Mexico and not on the information that the participants of historical events can provide.

Díaz (2005 and 2012) has reflected on oral sources as a means and method of teaching and learning; while Barnet (2011) exposes from an ethnographic, anthropological and sociological approach to culture the value of living sources in the individual and social recognition of each society, through the reconstruction of testimonies.

Riverón (2014) uses teaching media as didactic mediators in History classes. Caballero (2015) offers a didactic conception of oral sources and their implementation methodology in the teaching-

learning process of History in Secondary Education. Ortiz (2017) provides a didactic model of integration of the contents of national and local history, to favor the learning of the contents of Cuban History in sixth grade learners of the Primary education level.

The aforementioned authors have contributed to improve the teaching-learning process of the History of their countries based on novel methods for the teaching of this subject. Although their research is not specifically about oral sources, they did use them as a method and recognized the place they play in favoring historical learning in students, although they do not go into the essence of the treatment of oral testimonies, based on the peculiarities of the propaedeutic level as a process characteristic of the primary educational level.

Therefore, it is considered that oral testimonies have instructive and educational potentialities, although insufficiently addressed as a singular topic from the Didactics of History.

Therefore, this article proposes a didactic methodology for the preparation of primary school teachers, which favors the treatment of oral testimony as a didactic mediator in Cuban history classes.

Development

Oral testimonies, from the Didactics of History, admit the incorporation of new themes and approaches to teaching and learning. Their use enables the integration of family, local and national history with topics such as mentalities, women's history, trades, daily life, among others.

The recovery of testimonies brings us closer to the knowledge of unknown experiences and allows us to disseminate them.

According to Torrico (1989): "the testimony consists of the account given by a person (or several) as protagonist or witness, about a newsworthy event, with all the details considered pertinent". (p.123)

Agulló (2010) assumes as: oral testimony the narratives that transmit a memory not only personal but at the same time collective, which brings us closer to the ways of life of a particular community in a certain historical period (p 166). (p 166).

Barnet (2011, p. 5), has pointed out that: "Oral testimonies are directly related to the experience, knowledge and experiences that are accumulated and transmitted from generation to generation, at the same time that they make up the historical and cultural heritage of humanity".

For this article we assume the position of Barnet (2011, p.5), because in his definition he refers that oral testimonies are the experiences that are accumulated and transmitted from generation to generation, forming the historical-cultural heritage of humanity. Therefore, the author considers that it is important because it provides information about the past and brings us closer to the forms of social life in a given historical period.

According to the criterion assumed by the author of this research, if we really want to achieve a higher quality historical education in the students, this should be directed by the teacher, using a methodology in the direction of learning that uses diverse sources, not only from the textbook, but also from visits to museums, interviews, inquiries about the name of a street, a school, a work center, in order to favor learning from primary sources.

The learner identifies and empathizes with the witness, while acquiring a better vision and understanding of the world that allows him/her to construct his/her own social meanings. Oral sources have provided history with information that cannot be obtained in other ways.

Testimony is of great importance because it gathers the history of daily life, of customs, because the history of daily life has not always been the object of attention of written history. More is said about everyday life than is written about it.

As Díaz (2002) refers, he can use the testimonies of comrades who fought against the tyranny of Fulgencio Batista, in the fight against bandits, fought in Girón, were mobilized during the October crisis or were internationalist combatants; also of the protagonists of labor feats inside and outside the country, such as teachers and doctors.

According to one of the researchers and lover of oral history, Casaus (2005), Director of the Pablo de la Torriente Brau Cultural Center, "it is an aspiration to safeguard, for the future, the testimonial heritage of the island, the memory of its people and its cultural and historical reality" (p.98).

In order to achieve a higher quality historical education in the students, this should be directed by the teacher, using a methodology in the direction of learning that employs diverse sources, not only from the textbook, but also from visits to museums, interviews, inquiries about the name of a street, a school, a work center, in order to favor learning from primary sources.

Several authors from different epistemological positions have approached the term methodology and its treatment, such as: According to Garcia, G. (1980) and Kapravin, V. V. (1981) methodology is defined as:

(...) an approach, doctrine or part of philosophy that, on the basis of knowledge of reality, establishes the rules or guidelines for its transformation, expressed through the general principles of knowledge and the categorical system of science. [Cited in Trujillo Barreto, N. A., 2007, p. 69].

Armas, N. and et al. (2004) consider the methodology to be:

...a way of proceeding to reach a certain objective, which is supported by a theoretical body and which is organized as a logical process made up of a sequence of stages, links, steps or procedures that condition and depend on each other, which, ordered in a particular and flexible way, allow obtaining the proposed knowledge. At the same time, they consider that these constructs allow directing the appropriation of the content of education in the learners and orienting the realization of activities of the educational practice (p.16).

In this work, the author assumes this definition as epistemological support for the practical contribution.

Based on the above, a methodology organized by stages is proposed to allow the treatment of oral testimony in the teaching-learning process of Cuban History at the primary school level.

It is assumed that the methodology requires in its practical dimension a flexible, structured and organized proposal, open where criteria are exchanged among teachers, and integrating stages, actions and operations that allow providing teachers with didactic and methodological actions for the didactic treatment of the referred process.

-  For the application of the methodology, the following requirements were taken into account:
-  The methodological preparation of teachers, towards the achievement of a correct selection of objectives, contents and teaching-learning methods with potential for the treatment of oral testimony.
-  The methodological work with system approach, through the effective realization of the methodological preparations of the subject, methodological workshops and instructive and demonstrative methodological classes, in order to allow the treatment of the oral testimony in the Primary educational level.
-  To establish the link of the class with the agencies and agents of the sociocultural context, starting from the planning of the work of the educational institution with the objective of

facilitating the access to the diverse sources of information, among which are the testimonials of the locality.

The methodology for the treatment of oral testimony at the primary school level is divided into stages and didactic and methodological actions. Each of the stages and actions that make up the methodology are explained below:

1st stage: Creation, organization and preparation of the conditions for the treatment of oral testimony at the Primary educational level.

The objective of this stage is to offer methodological ways that allow the preparation of the conditions for the treatment of oral testimony at the Primary educational level.

This stage is to know the real state, in terms of the cognitive, affective and value possibilities of the students to face the different historical learning situations during the teaching activities planned by the teacher; which allows to gradually increase the demands of the process; this cannot be limited to the beginning of the subject, of the school year or of each topic; it must have a permanent character, to be able to directly influence the transformation of the personality of each student.

The following actions are required at this stage:

1. Characterize from the application of individual and group diagnosis the psychosocial and individual particularities of teachers and learners; as well as the potentialities of the sociocultural context, interests and needs.

This action allows to diagnose in the teachers the preparation to develop the motivation towards the historical content and in the learners the state of disposition, needs and interests, psychological characteristics related to memory, thinking and perception; so that the oral testimony as a means of teaching can be explicitly understood.

2. Determine the objectives with a historical approach.

The objectives work as a guide and direction for both the students and the teacher, since the factors that affect the treatment of oral testimony as a teaching medium in the teaching-learning process of the subject History of Cuba can modify them and have great significance when they are individualized, socialized, shared and negotiated between the teacher and the students, these are configured around their needs and interests and constitute anticipated representations that relate the new knowledge with the previous ones.

This process should be achieved through heuristic questions asked by the teacher, in order to help learners discover essential details in the study of oral testimony, facts, processes and

historical events, based on the historical knowledge they have appropriated, as well as on the application of the skills that put them into action.

3. To diagnose the actual state of the treatment of oral testimony in the teaching-learning process of the subject History of Cuba at the primary educational level.

The diagnosis must constitute the starting point in the process of treatment of oral testimony as a means of teaching.

The motivations and interests shown by the students, with emphasis on the study of oral testimony, as well as the development they achieve in historical learning and its application in social practice, will be verified.

The criteria on the treatment of oral testimony in the teaching-learning process of the subject History of Cuba, as well as the level of methodological preparation and mastery of the historical content will be diagnosed in the teachers, directors and municipal methodologist.

Interviews and surveys will be carried out and applied to the teachers who are part of the teaching staff of the subject History of Cuba of the educational institution where the proposal is carried out. The techniques to be applied will serve to explore and complement the knowledge, skills, and ways of thinking and acting of the teachers related to the teaching-learning process of the subject History of Cuba at the primary school level, particularly in relation to oral testimony.

In the students, elementary skills will be diagnosed: location of oral sources, including local witnesses, analysis of various sources (analysis of the main historical documents of the program of the subject History of Cuba in the Primary educational level), analysis of the main historical documents of the program of the subject History of Cuba in the Primary educational level, analysis of the main historical documents of the program of the subject History of Cuba in the Primary educational level.

At this stage, the process of selection, union and organization of the system of historical knowledge, habits, skills, norms of relationship with the world and experiences of creative activities, which emanate from the integration of the historical testimony of local sources, are concretized.

The preparation of teachers is organized from the didactic and methodological point of view with a different perspective, which is based on the treatment of oral testimony. This requires a greater flexibility of thought and, above all, a willingness to transform the traditional schemes around the problem.

2nd stage: didactic implementation of oral testimony in the study of historical personalities.

The objective of this stage is to offer methodological ways to teachers for the didactic implementation of oral testimony in the socio-cultural context.

The following actions are specified in this stage:

1. Propose teaching activities that allow students to implement historical-testimonial didactics, where the depth of the content, concretize the level of essence, complexity, multilateralism and richness. For this it is necessary to plan complex teaching activities, so that students implement the main concepts, models, laws and common theories of major systems that reflect the facts, processes and historical events, as well as the relationships and interactions that occur in them and their essential links.
2. Propose teaching activities that allow learners to bring oral testimony to the actuality of social practice and the application of historical content express practical use in different contexts, with different levels of complexity and variability.
3. To propose teaching activities that lead the students to the deepening of the historical testimonial content; for which it is necessary to plan a system of tasks related to the search and inquiry of the historical content in the historical sources existing in archives, libraries and museums; which will allow them to participate and analyze the situation raised, from the deduction and emission of judgments, the contrast of hypotheses, the arrival to conclusions and the formulation of suppositions.
4. To verify the preparation of the students in the fulfillment of the objectives of the subject History of Cuba, so that:
 - ✓ In the development of the classes, the students interrelate the historical testimonial content with current problems and apply the historical testimonial content in situations of social practice.
 - ✓ In the development of the classes, the students have mastered the testimonial historical content, have gone through the different levels of assimilation of the content and adequately apply the testimonial historical content in situations of social practice.

3rd stage: Evaluation of the treatment of the oral testimony in the subject History of Cuba in the Primary education level.

The objective of this stage is: to determine the achievements reached, the obstacles overcome and the evaluation of the approximation achieved to the desired state.

The essential integrating quality of the didactic model of treatment of the oral testimony referred to the didactic integrality in the teaching-learning process of the subject History of Cuba is concretized.

In this stage, the following actions are specified:

1. To verify the preparation of teachers for the determination, planning and organization of the historical testimonial content, in order to achieve:
 - ✓ The direction of the learners' learning towards the actions of the teaching-learning process of the subject History of Cuba, in relation to the oral testimony as a teaching medium.
 - ✓ The integrating character of the treatment of oral testimony as a teaching medium in the teaching-learning process of the subject History of Cuba as a whole, based on the characteristics of the learners and the potentialities of the socio-cultural context surrounding the educational institution and/or where they live.
2. To verify the preparation of the learners, through the planned teaching activities, in order to achieve:
 - ✓ The generalization of the historical testimonial content in the socio-cultural context, through the results of the research work guided by the teachers on the manifestations of oral testimony.
 - ✓ The deepening of the historical testimonial content by contrasting sources of historical testimonial character, working with historical documents and carrying out guided research work.
 - ✓ The transfer of the historical testimonial content by contrasting the sources of historical testimonial character, working with historical documents and carrying out research work oriented by teachers about the manifestations of oral testimony in a way that favors the application of knowledge and skills in new situations with new levels of complexity and variability.
3. To verify the appropriation of the historical testimonial content, through the attitudes assumed by the students in the treatment of the oral testimony, the participation in the complementary activities and in the scientific societies related to the History of Cuba, when performing evaluative and self-evaluative actions.

4. The evaluation of the evaluative and self-evaluative actions on the historical testimonial content will be achieved from the control of the process, in which will be taken into account:

- ✓ Learners' opinions, critical judgments and views on the need to generalize, transfer and apply historical testimonial content in social practice.
- ✓ Learners' opinions, critical judgments, and views on the need for learning historical testimonial content and application in social practice.
- ✓ The opinions, critical judgments and points of view of the learners on the result obtained from the actions of the study of oral testimony as a means of teaching in the teaching-learning process of the subject History of Cuba at the Primary educational level.

Conclusions

The historical study recognizes the importance given to the teaching-learning of Cuban History, in particular the treatment of oral testimony in the Primary educational level and reveals the fundamental tendencies that evidence the theoretical and factual inconsistencies, which limit the learning of the contents of Cuban History in the students.

The elaboration and application of the methodology for the treatment of the oral testimony in the Primary educational level, demonstrates its effectiveness in favoring the learning of the contents of the History of Cuba in students of the Primary educational level.

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