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El desarrollo del pensamiento científico en la Historia de Cuba
The development of the scientific thought in the History of Cuba

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RESUMEN: Se fundamenta la importancia que tiene el desarrollo de un pensamiento científico en la evolución de los métodos de investigación histórica con los métodos didácticos en el proceso de enseñanza aprendizaje de la Historia de Cuba, utilizando los métodos de investigación científica histórico lógico, análisis-síntesis y el inductivo deductivo. El trabajo tiene como objetivo elaborar de una concepción didáctica para el desarrollo del pensamiento científico sustentada en la relación dialéctica entre los métodos de la investigación científica y los métodos de enseñanza aprendizaje de la Historia de Cuba.
Palabras clave: Pensamiento científico; Método de ascenso de lo abstracto a lo concreto en la Historia

ABSTRACT: The importance of the development of the scientific thinking in the evolution of historical research methods with didactic methods in the teaching-learning process of Cuban history is based on the importance of the development of scientific thinking in the evolution of historical research methods with didactic methods in the teaching-learning process of Cuban history, using the historical-logical, historical-logical, analysis-synthesis and inductive-deductive methods of scientific research. The objective of the work is to elaborate a didactic conception for the development of scientific thinking based on the dialectic relationship between the methods of scientific research and the methods of teaching and learning of Cuban History.
Keywords: Scientific thinking; Method of transition from the abstract to the concrete in History.

Introduction

To achieve a professional, capable of solving the problems of his environment, in school and the community around, with a solid formation of political and historical preparation based on the principles of the Ideology of the Cuban Revolution, Martiana, Marxist Leninist and Fidelist is the challenge of Cuban Education today. To respond to the needs of preparation of Cuban society and especially of adolescents and young people as continuators of the process of building socialism.

In Cuba, the First Conference of the Communist Party is approved, which confirms the need and importance of the knowledge of history, in its objective 64:

> To improve the teaching and dissemination of Cuban and local history in order to strengthen national unity and promote the understanding of the origin and development of the nation, the consolidation of our own thinking and the patriotic and cultural tradition of solidarity and internationalism of our people.
>
> To deepen in the History of America and the Universal History for a greater understanding of the processes that governs the development of the humanity. (Partido Comunista de Cuba (PCC), 2012, p. 7)

This shows the marked interest in strengthening the teaching of History and Marxism-Leninism, disciplines included in the general education of students that contribute directly to the patriotic formation of the new generations for their deep ideological and class content and for intentionally defending the ideals, symbols, attributes of the nation and defense of society.

That is why, as a response to this need, the University of Ciego de Avila and the Center for Educational Studies elaborate a project entitled: "The development of scientific thinking of students and its axiological implications", and among the specific objectives, the present research topic is inserted.

In particular, the study of this subject, the integration of scientific methods and teaching-learning methods is a need manifested in the training of students in the Marxism-Leninism and History career of the University of Ciego de Avila, has great pedagogical importance, because it facilitates the development of history, pedagogy and didactics in this direction so demanded today, makes the student more independent, creative; it deepens more in the nature of a problem and the knowledge does not remain in the air, makes the challenges easier to achieve.

As part of the research and improvement functions of the student in the Marxism-Leninism and History career, is the application of science and its methods. In the model of the Marxism-Leninism and History professional, the research component should provide the focus for the solution of the professional tasks performed by the student, which is revealed in the objectives of the career, in the Integrating Main Discipline of academic cut, with two subjects, in the pre-professional practice, in the culmination of study and in the conception that the career has to attend this component in all the years of the career.

In the interrelation with the students and directors of the Marxism-Leninism and History career in their daily work and as part of the continuous improvement, it is found that in the professional formation there are manifestations related to the use of teaching methods in the students, that is why:

1. It is limited the attention given to historical research methods in the methodological preparation in the career to influence students in the formation of the MLH professional.
2. The preparation in the discipline of Cuban History is limited, from the methods to influence the students.
3. In the career, as a tendency, reproductive methods are used in the training process of the MLH professional.
4. The professors in the career, pay limited attention to the use of historical research methods to attend the academic, labor and research process from their subjects.
5. The professors in the career use in a limited way, the methods of partial research, independent work and problemics in the teaching-learning process in the formation of the professional of Marxism Leninism and History.
6. Students tend to reproduce the historical and philosophical contents in the career and do not efficiently use the methods to know, transform and reach satisfactory results in their actions.
7. Limitations are manifested in the preparation of students in course work, degree thesis, they identify the scientific methods they use for their research, but they do not always know how to defend them due to the inadequate use of historical research methods.

However, the following causes were detected in relation to the requirements:

1. Lack of greater intentionality in the disciplines of History to work the methods.
2. Insufficient depth in the knowledge of historical research methods.
3. Shortcomings in the development of scientific thinking, which is expressed in the tendency to apply reproductive methods.
4. Scarce exercise in the curricular activities of the methods of partial research, independent work, and problemics in the process of teaching and learning of History.
5. Deficiencies in the methodological orientations in the activities from the disciplines History of Cuba given to the students for the development of the methods.

The scientific results that serve as background to the solution of the treated problematic are not sufficiently inserted in the Model of the Professional of Marxism-Leninism-History, nor assumed in the methodological preparation of the teachers in the career which leads to the limitations that are appreciated in the training process, which revealed the following contradiction:

Between the methods of historical research with the methods of teaching learning history, has not been systematized in the didactic preparation of the professional in this specialty.

This contradiction leads to specify the following scientific problem: How to contribute to develop the scientific thinking of the students of Marxism-Leninism and History in the teaching-learning process of Cuban History?

The objective of the work is: To elaborate a didactic conception for the development of scientific thinking based on the dialectic relationship between the methods of scientific research and the methods of teaching and learning Cuban History.

The authoress have analyzed the need and importance of training students in our classrooms with a developing scientific thinking. With the use of historical research methods, historical-logical: to study the evolution and development of the object of study and provide a logical concatenation of the scientific tasks performed. Analysis and synthesis: To arrive at qualitatively new synthetic knowledge about the methods of teaching and learning history, as well as to analyze the different theoretical conceptions and empirical data related to the subject. Induction and deduction: To establish a generalization of the use of educational works related to the methods of teaching-learning of history of the students of the Marxism-Leninism and History career from the particular behavior of our university reality.

Development

Philosophical foundations that support the integration of the scientific method of historical research in the teaching-learning process of Cuban History.

The dialectical materialist scientific method constitutes the methodology for the knowledge of the most general laws of nature, society and thought in constant movement, change, transformation and development based on the logical-historical principles, universal concatenation and development based on contradictions and on the solution as a driving force expressed in its laws and categories.

Therefore, materialist dialectics is an ontological, gnoseological, logical-methodological and practical theory that serves as a guide to the sciences in their development. Ontologically, the discipline of history starts from the objective political, economic and social conditioning of a nation that must be known to identify its contradictions and solutions that mark each stage of social development, to analyze each characteristic separately to understand the deepest essence and its reflection in the thought of men in an orderly and systemic way that serves as a guide for the conscious practical activity of historical subjects.

The materialist conception of history discovered by Marxism, constitutes a contribution that allows a shift from pre-history to the true history of humanity by revealing the historical regularity; objective laws and the conscious activity of men, theoretical and practical basis for the understanding and revolutionary transformation of society.

It is related to the research topic treated because the leaders and leaders to guide a people in addition to knowing and understanding the idea exposed above need to have correct methods and strategies of struggle to achieve the objectives, otherwise failure could occur and stop or reverse the march of history in a time and with negative social consequences that is not possible to determine.

Philosophy is a totalizing, encompassing science, it has a universal methodology, it is an ideology that allows orienting the scientist, without substituting each of the sciences and their particular methods. In this regard Lenin (1961) in his work on the meaning of militant materialism stressed the need for the indissoluble unity that must exist for its complementation and development between consistent dialectical, militant materialism and the sciences. (p. 686).

It is essential for teachers who teach the subject of history to have a deep knowledge of the economic, political and social conditions of a country and the world at a given historical moment. This is the starting point for the demonstration of the facts, events and historical processes of the past and present.

From the emergence of Marxist philosophy, the true history of mankind begins to emerge with a real and consistent analysis of the history of society subject to objective laws of social development as pointed out by the founder of the dialectical materialist conception of history. It helps men to understand the more general laws of society that manifest themselves, independent of their thinking, attending to their own regularities and particularities in their practical activity.

In the study of the workpiece Capital, the materialist dialectic is developed as a method through the transition from the abstract to the concrete. Marx stressed that the full validity of an abstraction in a real social context only occurs where it has developed within a concrete totality. In this sense, it is a historical product, which only appears as a result of certain social conditions. Marx (1981), quoted by Ruiz (2010) expresses that the most general abstractions emerge only with the richest concrete development (p. 168).

In the History of Cuba the previous idea is manifested in the thought of Fidel Castro Ruz when in 1953 he analyzes and denounces each of the existing evils in Cuba and comes to project a political program that synthesizes the tasks to be carried out for the solution of the contradictions of the country at that time, known as History will Absolve Me, which is concretized from the revolutionary triumph of January 1959.

This real abstraction is what constitutes the foundation of conceptual abstraction, which is the abstract category that materializes in the sciences. As results of the process of abstraction, different concepts and categories appear. Only with a dialectical criterion it is possible to understand the complex path full of contradictions by which objective truth is formed. All knowledge is necessarily linked to processes of abstraction, without which it would not be possible to discover the essence of the object, to penetrate into its depth.

Abstractions constitute a facet, of a part, of the whole, the unilateral, the undeveloped as the reflection of social reality. Dialectics is an instrument of the practical transformation of society, an aid to objectively take into consideration the historical needs of social development. The action of the historical subjects as a whole is what allows the mental abstraction of the individual.

These abstractions are the result of the social praxis of individuals, of the practical action of men in the relations they establish among themselves in their social process of life within the mode of production in which they live, so they cannot be reduced to the consciousness that men have of them.

The isolated individual does not make history, but in dialectical interrelation with other men. It is the people, the popular masses in interconnection, as Marxism-Leninism declares, a historical product that, empowered by circumstances and its education, is capable of transforming and creating a new multifaceted social reality.

Karl Marx applies the scientific method of the transition from the abstract to the concrete in The Capital, there the authors infer that in History it is necessary to start from concepts of the society

seen from a concrete historical approach to which are typical certain social relations of production that generates an abstract thought that starts from the concepts, of man as a social being in a space and time, reflection of social reality that in progressive dialectical ascensorial movement passes as a result of the solution of contradictions to an increasingly deep, integral and more essential form, to reach a more complete knowledge, starting point in the process of scientific knowledge. Not from the initial chaotic representation.

In the application of this scientific method of the transition from the abstract to the concrete, the correlation of the universal, the particular and the singular is manifested, in which a set of methods are involved that complement its logical mechanism, as well as the method of analysis and synthesis, deduction and induction.

This new totality constitutes the concrete of thought through which the real concrete can be apprehended and theoretically reproduced. It is, then, the production of the concrete of thought. In this regard, Marx (1981), quoted by Ruiz (2010) points out that:

> The concrete is concrete because it is the synthesis of many determinations, therefore, unity of the diverse. Hence, in thought it appears as a process of synthesis, as a result, not as a starting point, although it is the true starting point and, therefore, also the starting point of intuition and representation… (p. 174)

Abstract determinations from key concepts of history and the objective laws that govern it lead to the reproduction of the concrete by the path of thought in teaching. The apprehension of the real concrete in thought can only be realized through the production of more concrete concepts that can be mentally appropriated in a deeper and more conscious knowledge of social laws.

Theoretical knowledge cannot start from the direct reproduction of reality in thought, but must necessarily start from abstract concepts that are not directly referred to empirical reality. There is historical knowledge that has not been counted because the practical activity of men has been determined by the dynamism and circumstances in which social processes are produced. Other men with their theoretical knowledge of science are capable of theoretical abstractions that are concretized in a multifaceted thought.

The real abstractions represent the previous work of generations of scientists on the way to the constitution of science, who have brought the scattered and chaotic material of the empty abstraction that constitutes the immediate representation to the simple abstractions that represent the fundamental categories of science already constituted.

The simplest categories are determined differently in more developed historical societies, where they are part of a more complex totality and have a different meaning in different types of society, their analysis and understanding by leaders, chiefs, executives is of decisive importance for making the right decisions for the course of the historical process, otherwise it would cause a setback, stagnation and in some cases the loss of what has been achieved in the revolutionary struggle by generations of men. If theory is consistently put into practice in the new totality as an expression of the transition from the abstract to the concrete thought, the historical development will continue. The dialectical materialist conception of history conformed in a set of laws and objective categories of social development that can be used in the History of Cuba as a discipline to demonstrate the facts, events and historical process from an integrative approach where the method of scientific thought of the transition from the abstract to the concrete and other scientific methods of historical research prevails in the training of the professional of Marxism-Leninism and History.

Conclusions

The dialectical scientific method from the abstract to the concrete, based on logical-historical principles, universal concatenation, objectivity and development, can be applied in the discipline of Cuban history to achieve scientific thinking in students.

The authoress consulted recognize the usefulness of the methods in the teaching-learning process, they highlight as a limitation their implementation to achieve a developmental learning in the students. Although they do not state the internal dynamics of the scientific method and the didactic method for the teaching and learning of the discipline History of Cuba in the students.

The integration of scientific methods and didactic methods constitutes a need to enhance the developmental didactics in the discipline History of Cuba that is manifested in the formation of students, a key factor in the realization of academic and extracurricular activities whether individual or group in the Bachelor's degree in Marxism and History at the University of Ciego de Avila.

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