

Evolución histórica del proceso de enseñanza-aprendizaje de la disciplina Preparación para la Defensa

Historical evolution of the teaching-learning process of the Defense Preparation discipline

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RESUMEN: El artículo tiene como objetivo revelar la evolución histórica del proceso de enseñanza-aprendizaje de la disciplina Preparación para la Defensa en la Educación Superior Cubana; con énfasis en la estimulación de la independencia cognoscitiva. Parte del problema científico, cómo ha evolucionado la estimulación de la independencia cognoscitiva en la disciplina Preparación para la Defensa. Se emplearon métodos teóricos y empíricos, sustentados en el método dialéctico materialista. Los resultados obtenidos muestran una evolución positiva. Se concluyó que se evidencia una transformación cualitativa con limitaciones en la preparación teórico-metodológica de los profesores que frena su consecución en la práctica.

Palabras clave: Independencia cognoscitiva; Defensa; Evolución histórica

ABSTRACT: The article aims to reveal the historical evolution of the teaching-learning process of the Defense Preparation discipline in Cuban Higher Education, with emphasis on the stimulation of cognitive independence. Part of the scientific problem is how the stimulation of cognitive independence has evolved in the Defense Preparation discipline. Theoretical and empirical methods were used, based on the dialectical materialist method. The results obtained show a positive evolution. The conclusion was a qualitative transformation with limitations in the theoretical-methodological preparation of the teachers, which slows down its achievement in practice.

Keywords: Cognitive independence; Defense; Historical evolution

Introduction

Preparation for Defense in the training of professionals in Cuban universities is characterized by adjusting to the demands of higher education, which, in recent decades, propose to assign a new

role to the teacher (mediator and facilitator of learning) and consider the student as an active subject in the construction of their knowledge.

Adjusting to these requirements has demanded for the discipline Preparation for Defense a constant improvement in its design, which has contributed to raise the quality of teaching-learning in this discipline; however, the stimulation of cognitive independence, a key element to increase the student's involvement in the teaching-learning process, is a pending aspect that requires a look.

Going into it, presupposes the application of a logic that allows analyzing the treatment given to this aspect in the teaching-learning of the discipline under analysis, which is why the purpose of this work is to determine the historical evolution of the teaching-learning process of the Defense Preparation discipline in Cuban higher education; with emphasis on the stimulation of cognitive independence in the Defense Preparation discipline.

In order to fulfill such purpose, the particularities of the historical evolution that singularize the teaching-learning of the Defense Preparation discipline in the professional training process in Cuba were taken into account, since it constitutes the essential reference to identify the treatment given to the aspects related to the stimulation of cognitive independence in such discipline.

It was decided to determine the historical development of this process, based on indicators that reveal the particularities of this phenomenon. Theoretical and empirical methods were used, based on the dialectical-materialist method (Historical-logical, Analytical and synthetic, Documentary study).

Development

The teaching-learning process of the discipline Preparation for Defense in the stimulation of cognitive independence.

The teaching-learning of the discipline Preparation for Defense has been the subject of analysis by various authors, among them Magdariaga (2011), Quesada (2012), Sierra (2013) who analyze it in the context of the preparation for defense as a system, from the qualitative and quantitative variations that this system has undergone, framing them in different stages, which are taken into account for the conception of the stages that are defined for the determination of the historical evolution that the teaching-learning of the discipline Preparation for Defense has had.

In the case of Magdariaga (2011), he systematizes the preparation for the defense of university students, from the beginning, after the triumph of the Revolution, as an extracurricular military preparation until 2012, when it has already moved to a preparation for defense with a curricular

character that constitutes a system, evolving it to a process of Training for the Defense of National Security, based on the involvement of students in the revolutionary social activity transforming preparation for defense, and in a culture of peace. The preparation for defense is approached from the didactic-methodological point of view, but as a transforming revolutionary social activity in the referred training process.

On the other hand, Quesada (2012), approaches the preparation for defense as a system in which one of its elements is the discipline of the same name as the system, which began to be taught in the 1995-96 academic year, for which he bases a didactic model that implicitly conditions the treatment to the stimulation of cognitive independence.

Sierra (2013) makes an assessment of the preparation for defense, assuming it as a process based on three components. He systematizes this process as of 1989, with the creation of military chairs in universities, which, as can be seen, has not yet established the discipline of Defense Preparedness. The assessment developed by this author, although it contributes important elements, responds to the modeling of the formation of patriotic identity in the students of Mountain Agronomy.

The stages conceived have as main milestones: the establishment of the Defense Preparation System for students and workers in Higher Education centers (1995), the universalization of Higher Education in Cuba (2002) and the Sixth Congress of the Communist Party of Cuba (PCC hereinafter) (2011).

The milestones taken into account made it possible to delimit and determine the following stages:

- 1995-2001. Emergence of the Defense Preparedness discipline.
- 2002-2010. Deepening of the teaching-learning of Defense Preparedness in the context of the universalization of Higher Education in Cuba.
- 2011-2022. Implementation of Study Plan "E" and the teaching-learning of defense readiness.

The following criteria are proposed for this study: need for the preparation of teachers of the discipline Preparation for Defense in universities, normative and methodological documents governing the discipline Preparation for Defense on the stimulation of cognitive independence and the methods and ways used for it.

The information for the analysis of the historical evolution is taken from precedent research developed by Magdariaga (2011), Sierra (2013), Quesada (2012), discipline reports and discipline programs.

First stage. 1995-2001. Emergence of the discipline Preparation for Defense

This stage is marked by the learning that implied for the country, the entry into a special period in peacetime, product of the establishment of a new world order that began in the nineties and that impacted negatively in all spheres of the country, imposing the Revolution and the conquests of socialism as an essential objective to save the homeland.

These lessons led to the improvement of the country's defense preparation system in 1995. Similarly, in Higher Education, the need to produce curricular changes that broaden the training profile of professionals, enabling them to provide solutions to the new economic and social demands of the moment, is visualized. In correspondence with these changes, the current study plan in university careers is improved, some disciplines and subjects undergo transformations, others disappear and in some cases new disciplines or subjects appear, within them, the preparation for defense ceases to be a subject to become a system integrated by three components, one of them the discipline with the same name as the referenced system.

Necessity of the preparation of teachers of the discipline Preparation for the Defense in the universities

When defense preparation for students and workers was established in Higher Education Centers as a three-component system, there was a need to study and better understand the concerns of students and the context of their future work placement in order to adjust the preparation for defense to the professional's mode of action, It was imperative for this purpose that the teachers who assumed the preparation for defense, prepare and adjust themselves to the demands in the formation of the professional and the preparation for defense that the national and international context demanded for the professional, marked by the phenomenon of globalization, scientific and technological development and the new prevailing world order. It also became necessary to prepare the teacher to establish a more direct link with the profession in which he/she was teaching in order to eliminate the predominance of a purely military orientation in the development of teaching activities.

It was also imperative to prepare them to move from a "teaching process based on the teacher's activity to one based on the student's activity" (Vargas, 1996, p. 13), which demanded from the teacher a certain dose of stimulation of cognitive independence.

The preparation of teachers is developed from political activities, activities for the updating of content and for the professional exit in the career, without taking into account that the methods used respond to a traditional teaching, which does not ensure the active role of the student and therefore does not stimulate the cognitive independence, since it has not been possible to systematize in a coherent way the logic of the preparation for the defense with the essential logic of the profession.

Normative and methodological documents governing the teaching-learning of the discipline Preparation for Defense on the stimulation of cognitive independence

At this stage, a set of documents that regulate the improvement of the preparation for defense began to be applied, among them Directive 29 of the Minister of the Revolutionary Armed Forces, which proposed to improve the system of preparation for the defense of university students.

The teaching is guided by the programs and methodological guidelines, which as well as the textbooks are structured following the models and the results of the educational practice of the Provincial Schools of Preparation for Defense (EPPD), Given the experiences in the training of military personnel. Sierra (2013), not evidencing in them any regulations that refer implicitly or explicitly to the stimulation of cognitive independence.

Methods and ways to stimulate cognitive independence

The methods used in teaching-learning are not conducive to the stimulation of cognitive independence; traditional methods prevail, especially the expository method, which focuses the process on the teaching of contents without addressing how students learn, or their main concerns. Independent work is also used as a method conducive to cognitive independence; however, at this stage, it is used with the purpose of allowing the student to appropriate an already elaborated knowledge, which allows its later repetition.

Second stage. 2002-2010. Deepening of the teaching-learning of the preparation for defense in the context of the universalization of Higher Education in Cuba

This stage is characterized by the extension of the universities to the municipalities, stimulating the achievement of an integral general culture. Municipal University Centers are constituted, where students from different sources of income have access and the teaching is developed by professionals of the territory.

Necessity of the preparation of professors of the discipline Preparation for the Defense in the universities

At this stage, the need for preparation of teachers is conditioned, first of all, by the slow progress in the achievement of the learning-centered process. In this regard, Quesada (2012) reveals that (...) some difficulties were faced due to the lack of preparation of the teaching staff because they were not adequately trained and had no experience in the use and employment of active teaching methods" (p. 16).

Another condition is the universalization of teaching, the creation of the Municipal University Centers imposed challenges to the preparation of teachers to maintain and raise the quality of the process in the massiveness, to prepare in the didactics of the discipline and pedagogy topics to the new professionals of the territory that are incorporated to teach preparation for defense.

The implementation of the "D" study plan is another imperative that demanded the preparation of teachers to appropriate the essential aspects of the new training model.

The fundamental way used for the preparation of professors are the national methodological meetings with the heads of departments and the courses of improvement and postgraduate courses offered to the rest of the professors.

Normative and methodological documents that govern the teaching-learning of the discipline Preparation for Defense on the stimulation of cognitive independence

Among the most important normative documents that lay the foundations for the stimulation of cognitive independence in the teaching-learning of the discipline Preparation for Defense are Resolution 113 of 2002, of the Ministry of Higher Education (2016) and the Revolutionary Armed Forces and Ministerial Opinion No. 123/2009.

Resolution 113 of 2002, on the preparation for defense of students in Higher Education, established the responsibility of the Ministry of Higher Education (2018), with the methodological direction of the discipline Preparation for Defense, which must ensure that students acquire the knowledge and

skills that enable them to act in the performance of their responsibilities in the field of defense, in the field of their profession and as citizens, according to the political, economic, social or scientific branch in which they carry out their activities.

Ministerial Decision No. 123/2009 established the time fund, the contents and the denomination of the subjects of the Defense Preparation discipline. It also established that both subjects would be taught in the first three years of the careers and that their final evaluation would be the defense of a course work or the final exam, being implicit in the course work the research work that with a certain level of independence must be developed by the student promoting his productive activity. This element is, in a way, the first normative basis for the stimulation of cognitive independence.

Methods and forms for the stimulation of cognitive independence

As in the previous stage, among the most used methods are the so-called traditional ones (expository, explanatory, illustrative), limiting the protagonism of the students, although in the improvement of teachers the importance of using methods that activate the process and focus it on learning is emphasized.

The most used way for independence is independent work, with limitations in its structuring because it is not consciously conceived for this purpose.

Another way foreseen in this stage for the stimulation of independence is the preparation of teachers in problemic teaching.

Third stage. 2011-2023. Implementation of Curriculum "E" of teaching-learning of defense readiness

This stage is marked by the celebration of the sixth congress of the Communist Party of Cuba held in April 2011 and a new generation of curricula. The sixth congress approved the Guidelines of the Economic and Social Policy of the Party and the Revolution. Those referring to education propose, among other aspects, to give continuity to the improvement of teaching (143); to raise the rigor and effectiveness of the educational teaching process to increase the efficiency of the school cycle (151); and to update the training and research programs in universities in correspondence with the economic and social development of the country and the new technologies (152).

The content of these guidelines demanded from Higher Education a profound revision of the training programs, giving rise to a new generation of study plans (Plan "E") based on the improvement of the broad profile training model, a greater articulation of undergraduate and

graduate studies, achieving an adequate balance between academic, work and research activities, and strengthening the role of students in the training process, among others.

On these bases, the consolidation of the teaching-learning process in the Defense Preparation discipline is based, which reorients its process to continue focusing more on learning than on teaching, to prioritize the how and not the what, so that the student's protagonism is raised and his cognitive independence and creativity are favored, as required by the new model of professional training. Thus arises the need to look for alternatives to stimulate cognitive independence.

Necessity of the preparation of teachers of the discipline Preparation for Defense in higher education.

The application of this study plan "E" finds a more consolidated discipline that immediately improved its pedagogical model adjusting it to the new demands in the integral formation of the student.

The characteristics of the pedagogical model of the discipline perfected at this stage, consisting of the following, are imperative for the preparation of teachers.

Teaching centered on learning and on the active role of the learner; the teacher as the conductor, guide and evaluator of knowledge and the student as the manager of his or her training.

- Emphasis on the nature of learning where the subject appropriates a defense culture that is part of his professional mode of action, which allows him to satisfy his needs and duties in the field of defense.
- It is necessary to integrate knowledge, abilities, and skills as well as to consolidate values that consciously contribute to the formation of an integral general culture in the training of the professional.

With this, it became necessary to resize the preparation of teachers and began the development of postgraduate courses that update in content and at the same time prepare in the use of active methods, preparing first the teachers of the departments of Preparation for Defense and then replicating them to all teachers of each career. However, the preparation received, for the stimulation of cognitive independence continued to be limited.

The first requirement or characteristic of the conception governing teaching-learning attends to the intentional treatment of active methods and cognitive independence, although implicitly, however, its achievement in practice remains limited, conditioning the need to develop a methodology to

guide the preparation of teachers for its stimulation in the teaching-learning process of this discipline, which strengthens its permanent consolidation.

Normative and methodological documents that govern the teaching-learning of the discipline Preparation for Defense on the stimulation of cognitive independence.

Norman the teaching-learning at this stage a set of indications within them the Indications of the Department of the Ministry of Higher Education (2022) that attends the teaching of the discipline referred to the updating of the contents in: Civil Defense and Disaster Reduction (Indication No. 1, May, 2011) in National Security and National Defense (Indications No. 2, June 2011 and No. 5 of July 2014).

The Ministerial Resolution 210 of 2007, the 2 of 2018, which regulate the methodological teaching work in the disciplines and the current organizational regulations of Higher Education (the 47 of 2022).

Article. 3.1, of Resolution 47 of 2022 states that the training of higher level professionals is the process that, consciously and on scientific bases, is developed in higher education institutions to ensure the comprehensive preparation of students in university careers, which is embodied in a solid scientific-technical, humanistic training and high ideological, political, ethical and aesthetic values; in order to achieve revolutionary, cultured, competent, independent and creative professionals so that they can perform successfully in the various sectors of the economy and society in general.

Methods and ways for the stimulation of cognitive independence

There is a certain predominance of the use of traditional methods over active methods; however, there is a greater awareness among teachers of the need for improvement in the use of active methods, due to the role they play in the achievement of cognitive independence and the need for it for knowledge management.

The way that most evidences the attention to cognitive independence is the research work, although not with the due balance between curricular and extracurricular activities that denotes its conscious use in favor of the stimulation of cognitive independence.

Conclusions

The determination of the historical evolution of the teaching-learning process of the discipline Preparation for Defense in attention to the stimulation of cognitive independence transits from an insipient preparation of teachers to an ascending preparation, which still presents theoretical-methodological limitations that hinder its achievement in practice.

From the use of traditional methods to a limited use of active and developmental methods in teaching-learning, which conditions the stimulation of cognitive independence.

From regulations and curricula that do not address the stimulation of cognitive independence to curricula and resolutions that implicitly regulate this aspect in the teaching-learning of the Defense Preparation discipline.

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