

El fortalecimiento de la identidad cultural local desde la Disciplina Principal Integradora Gestión Sociocultural Strengthening local cultural identity from the Main Integrative Discipline Sociocultural Management

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RESUMEN: Este artículo ofrece recomendaciones metodológicas que contribuyen a la preparación de los docentes para el fortalecimiento de la identidad cultural local aprovechando las potencialidades de la Disciplina Principal Integradora, siendo esta una de las insuficiencias manifestadas en el proceso formativo del estudiante de la carrera Gestión Sociocultural para el Desarrollo. Se emplean métodos teóricos y empíricos, que permitieron la fundamentación y valoración de la propuesta. El principal resultado consiste en una mayor preparación de los docentes desde el trabajo metodológico de la Disciplina Principal Integradora, para concebir y desarrollar acciones que fortalecen la identidad cultural local en la citada carrera.

Palabras clave: Identidad cultural; Identidad cultural local; Gestión sociocultural; Desarrollo local

ABSTRACT: This article offers methodological recommendations that contribute to the preparation of the educational ones for the invigoration of the identity cultural local taking advantage of the potentialities of the Integrative Main Discipline, being this one of the inadequacies manifested in the formative process of the student of the career Sociocultural Administration for the Development. Theoretical and empiric methods are used that allowed the foundation and valuation of the proposal. The main result consists on a bigger preparation of the educational ones from the methodological work of the Integrative Main Discipline, to conceive and to develop actions that strengthen the local cultural identity in the mentioned career.

Keywords: Cultural identity; Local cultural identity; Sociocultural management; Local development

Introduction

Addressing the issue of identity is of great interest in this research, considering that the loss of identities has become an essential problem affecting Cuban society today. This allows these authors to consider as one of the priorities in the formative process, the strengthening of local cultural identity, in order to preserve the history, values and traditions of the territory.

In this regard, Horruitiner (2006a) emphasizes the need to:

(...) achieve university graduates committed to their homeland, possessing a scientific, technical, humanistic and environmental culture, with capacities, skills and ethics necessary to exercise the profession, with possibilities to adapt and renew their knowledge in order to meet the ever-changing needs of society and to contribute to achieve high levels of sustainable development in the country. (p. 13)

In this sense, specifically, the training of the sociocultural manager requires pertinent changes in order to contribute to the strengthening of the local cultural identity from the Main Integrating Discipline of Sociocultural Management, with a view to achieving greater quality in the training process, so that students acquire the knowledge, skills and values necessary for them to influence the development and transformation of society, which requires the preparation of the teacher in this regard.

The above has been verified in the educational practice as one of the insufficiencies manifested in the formative process of the students of the Bachelor's Degree in Sociocultural Management for Development, these in the assessments made show limited knowledge of significant aspects related to cultural identity, likewise it has been corroborated that there is insufficient preparation of teachers to take advantage of the potentialities of the Integrating Main Discipline in terms of strengthening the local cultural identity.

Taking into account the above, the present research proposes as an objective to offer methodological recommendations that contribute to the preparation of teachers to plan, organize and direct actions that favor the strengthening of local identity, taking advantage of the potentialities of the Integrating Main Discipline of Sociocultural Management.

Development

Cultural identity is a relatively new concept in the field of social sciences; it systematizes the distinctive elements of a population, locality, territory or country and includes the traits that typify the individuals who are part of the society; it is immersed in a process of systematic construction and is enriched by the diversity of cultures with which it is in constant interaction.

In this research, we assume what Crespí and Planells (2003), quoted by Pinassi (2021), argue that:

(...) cultural identity is composed of a system of contents, beliefs, ideas and thoughts, values, norms, knowledge, intentions and explicit and conscious desires, emotions and passions, illusions and unconscious motives present in a spatial community (local, regional or national) and at a given historical moment. [...] Through these shared forms of life, each member of a community recognizes and identifies himself. (p. 11)

This allows to deduce that the proximity to cultural identity, its diverse manifestations and contexts, is a topic of great interest in these times, so it is important to approach it from historical, social and cultural approaches, taking into account that we face great challenges, remains, manifestations and cognitive gaps, which is why it is necessary from the training of professionals, to take into account the demands of the curricula and make adjustments, whenever necessary, so that they contribute to minimize professional problems and meet social needs.

The aforementioned allows us to agree with Hechavarría and Piclín (2010) who considers that:

Today it is a priority to strengthen the cultural identity of the peoples and especially Cuba, as a result of the genocidal world we live in, where the imperialist powers through their neoliberal globalization policy try to deny and hinder the development of countries, especially those of the Third World, trying to make people forget their heritage, rich in history, facts and traditions in different cultural areas, that is, they try to make them forget their true identity, which Cuba has found and Latin American countries follow. (p. 79)

These and other authors who address the subject in question, highlight the importance of its study, also refer to different ways to enhance the development or strengthening of cultural identity from the teaching-learning process in higher education, however, still cannot continue to explore other areas of knowledge, so that students can interact with the context and the identity elements found in it.

It is for this reason that, within cultural identity, the local plays a fundamental role, which is why, in the present study, we assume the definition of Acebo (1991) who states that:

(...) the locality, and a locality, from the point of view that interests us, can be considered as: a more or less extensive territory; with its stable population, historically constituted, with an economic, social, political, and culturally defined organization, which forms part of and is subordinated to a larger, superior, or more complex structure. (p. 21)

This idea is assumed in this research, taking into account that the importance and necessity of the study of the identity elements that are part of the cultural environment that distinguish a given locality is emphasized.

On the other hand, Aguiar (1996) recognizes the need to incorporate the territorial specificities in the studies of cultural identity, stating that:

It is necessary to provide the national culture with a system of geographic and social-historical modeling that allows knowing it in all its diversity and richness, and, what is of essential importance in our days, to determine prognosis and ways of rescue and conservation of its most precious material and spiritual values. (p.73)

These ideas, lead to a new look at the formative process of the student of the Sociocultural Management for Development career, where the strengthening of local cultural identity acquires great significance, to which it is necessary to incorporate the territorial specificities which would enable the formation of a more competent sociocultural manager committed to social transformation that in turn, becomes a subject sociocultural manager of the local cultural identity. Being consistent with Martínez (2015), who considers:

It is necessary to train a socially committed professional, capable of using the resources and experiences of the Social Sciences to propitiate multidisciplinary projects that favor the production of changes in the social reality, as mediators and dynamizers of it, through a coherent work of sociocultural management in close connection with local and community interests, in correspondence with the social project in force in the country. (p. 4)

Hence the importance and necessity that from the formative process, the student identifies the identity elements of the locality where they live, that they know what historical, cultural, economic phenomena exist, what importance from the historical, social point of view took or takes place in the area to which they belong, you have to love and want what you have to be able to defend it, you have to identify with it because you do not love what you do not know.

In this regard Rojas (2016) expressed:

Any sociocultural management for development, especially when this refers to a specific locality or social group, would be obliged to be projected attending to the synthesis of those identity elements that directly intervene in the behavior and chores of a certain community.

Therefore, identity assumes the utmost importance in the processes of sociocultural management. (p. 72)

Taking into account the above, it is possible from the formative process of the student of the GSPD career to design new ways that allow the strengthening of the local cultural identity, which would make possible the formation of a more competent sociocultural manager committed to social transformation, one of them, according to the authors of this research, is the use of the potentialities of the IPD.

The Integrating Major Discipline (DPI), “is the backbone of the training process, it integrates the rest of the disciplines to respond to the demands of professional work, ensuring the mastery of the essential modes of action of that professional” (Horruitiner, 2006 b, p. 63).

Although several disciplines of the GSPD curriculum can contribute to the strengthening of the local cultural identity, it is precisely the Integrating Main Discipline that has the greatest potential to achieve this, precisely because of its integrating character of work, research and extension, which, in addition, has as a reference point the object of the graduate's work.

In order to achieve the outlined objective, it is necessary for the teacher to be aware of these instructive and formative potentialities, so as to prepare a professional with the necessary tools and resources to contribute to the strengthening of cultural identity and sense of belonging through socio-cultural processes, which in turn allows the overcoming of some of the insufficiencies manifested during the formative process of the undergraduate students, revealed after the process of contrasting the information collected and mediated by the interaction between the authors of this research, the teachers and students of the GSPD career.

From the conception of its subjects, a system of knowledge, skills and values is developed in the students that guarantee their exchange with the sociocultural context, which makes possible a direct link with the components of cultural identity during the formative process, thus constituting an ideal way to strengthen it.

Therefore, the teacher, when directing the training process in the aforementioned career, must take into account the principles and methods that support this complex activity, as well as promote the knowledge, skills and values necessary for its development. From this point of view, the GSPD professional is prepared to perform his or her functions and tasks with quality, based on his or her

social purpose. For this purpose, it is necessary to take into account the potentialities offered by the IPD in the aforementioned career.

In the study carried out, it has been possible to identify educational potentialities in the ECD, which favor the strengthening of the local cultural identity in the formative process, among which the following stand out:

- It is oriented from the methodological to the basic and contextualized formation of the sociocultural manager as a development manager.
- It has work and research components, which facilitate the link of students with elements of identity significance, as well as with the context.
- It carries a system of contents oriented to the defense of cultural identity and sense of belonging.
- It allows an approach to the different forms of sociocultural management, and sustains skills for the transformation of the social in function of the perspective of local development.
- It offers the possibility of introducing new contents related to local cultural identity.
- It facilitates the link with the main programmatic documents of the country, allowing the knowledge of the normative documents (Constitution of the Republic of Cuba, Guidelines of the Economic and Social Policy of the country, Sustainable Development Objective until 20230, Territorial Development Strategy, among others), which enables the correct interaction of the agents and agencies in the strengthening of the local cultural identity,

It is considered that the declared potentialities are not the only ones that the IPD offers in terms of strengthening the local cultural identity, it is required then, the preparation and creativity of the teacher to deal with this topic from a holistic perspective, establishing relationships between the academic contents and the identity elements of the local context. From this discipline, it is necessary to stimulate the development of socio-cultural projects with an identity approach, related research and, at the same time, to develop identity learning activities, taking into account a methodological proposal that allows the preparation of the teacher to fulfill these purposes.

Methodological recommendations for the strengthening of the local cultural identity from the ECD in Sociocultural Management

In order to contribute to the strengthening of the local cultural identity in the Sociocultural Management for Development career, it is necessary to reinforce the actions in the formative

process. This requires a teacher with a high level of preparation to direct his or her educational activity, in order to strengthen the sense of belonging and commitment to local development.

The legal foundations and regulations established in the career documents are taken into consideration, including the Resolution of the Ministry of Higher Education 47/2022, the methodological work plan and the plan of the teaching process.

Therefore, this research offers methodological recommendations, whose main objective is to guide the teacher on the establishment of the basic methodological aspects to achieve the required purpose.

They favor the teacher's procedure:

- ✓ To diagnose in the students the knowledge of concept and fundamental categories related to cultural identity, such as: objects, subjects and socio-cultural processes of identity significance and the development of professional skills that allow them to establish links between the contents of the ECD and the components of cultural identity. For this purpose, knowledge about the sociocultural characteristics of the local context will be taken into account.
- ✓ Identify the ECD subjects where it is considered necessary to insert the new contents related to the development of cognitive, procedural and attitudinal knowledge, related to cultural identity, emphasizing the local one.
- ✓ To orient the realization of identity learning activities in the community, so that they strengthen the sense of belonging and the local cultural identity of the communities, taking into account that this leads to the creation of motivations and local identity values from the enrichment of their general culture.
- ✓ To guide research activities in correspondence with the objectives of the related year, to promote the study of objects, subjects and socio-cultural processes of identity significance and their impact on local development and to demand that the object of the proposed research corresponds to the real problems of the territory, declared in the municipal development strategies.
- ✓ Plan identity learning activities, taking into account the shortcomings detected in the diagnosis and the potentialities offered by the contents of the different subjects of the year and the substantive processes in the training of students.

- ✓ To redesign the objectives of the year of the course, according to the proposed contents of cultural identity.
- ✓ Establish the relationship between the components of cultural identity and the modalities of Management, in such a way that they express the relationship between the objectives of the discipline, the subject and the contents of cultural identity.
- ✓ To value the cross-cutting nature of cultural identity, based on the relationship between its components and the modalities of sociocultural management.

In this sense, the teachers of the Integrative Main Discipline group, from the methodological work, should analyze and determine the procedure to take advantage of the potentialities in order to contribute to educate in local cultural identity from the instructive aspect, represented by the content that is inserted as part of the culture that the student should assimilate, taking into account the deficiencies detected in the diagnosis, in order to achieve continuous improvements in the student's formation, as well as to maintain close affective links with the organizations, institutions, tutors and advisors that receive and interact with the students during the formative process.

It is appropriate to emphasize that for the fulfillment of these methodological recommendations should be adjusted to the socio-cultural characteristics of the territories of origin of the students and contextualize it, for which it should take into account the teaching planning from the requirements of the Ministry of Higher Education (2016) in its curriculum E, which has its specificities for each university, adjusted to the particularities of the context.

Conclusions

The strengthening of local cultural identity constitutes a priority need in the light of the new times, so it is of vital importance to organize it in a way that takes into account essential components of cultural identity and establishes the relationship with its modalities in the socio-cultural management processes. In this sense, the diagnosis identified the absence of any contribution on how identity has been approached methodologically, despite the existence of works. This means a knowledge gap ranging from the conceptual and theoretical to the methodological, so the purpose of this proposal is to contribute in this regard.

In this sense, the teacher plays a leading role, capable of deepening, perfecting, updating and complementing the knowledge in order to be in a position to train his students to strengthen their

cultural identity and sense of belonging through sociocultural management, assuming different ways, both curricular and extracurricular, and always taking advantage of the potentialities of ECD. The methodological recommendations allow taking into account cultural identity as a transversal axis within sociocultural management. This proposal was designed to meet particular objectives within the formative process in the Sociocultural Management career, which contributes to the strengthening of the local cultural identity, as can be seen in the results achieved.

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