

La historia local y la identidad cultural en estudiantes de Gestión Sociocultural

Local history and cultural identity in students of Sociocultural Management

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Resumen

El artículo reseña los resultados de una investigación centrada en fortalecer la identidad cultural en los estudiantes de Gestión Sociocultural, con el objetivo de elaborar una alternativa metodológica sustentada en talleres que permita fortalecer la identidad cultural mediante los estudios históricos locales. Se emplearon métodos del nivel teórico y empírico: histórico-lógico, análisis-síntesis, inducción-deducción, sistémico-estructural; la observación científica y documental. La investigación permite consolidar los conocimientos de historia nacional - local del municipio Manuel Tames, enriqueciendo la práctica educativa apoyada en el método investigativo.

Palabras clave: Historia de Cuba; Historia local; Identidad cultural; Localidad; Proceso de enseñanza aprendizaje

Summary

The article points out the results of an investigation centered in strengthening the cultural identity in the students of Sociocultural Administration, with the objective of elaborating a methodological alternative sustained in shops that it allows to strengthen the cultural identity by means of the local historical studies. For it, methods of the level theoretical and empiric analysis-synthesis were used, induction-deduction, historical-logical, systemic-structural, the scientific observation and documental analysis. With the investigation they consolidate the knowledge national history - local of the municipality Manuel Tames, incorporates to the program of History of Cuba contained identitarios related with the town enriching the educational practice supported in the investigative method. Key words: History of Cuba; Local history; Cultural identity, Town; Process of teaching learning

Keywords: History of Cuba; local history; Cultural identity; Location; Teaching learning process

Introduction

Education is a social phenomenon, the object of analysis of politicians, specialists and educators in different countries regardless of the existing social system, and thus, because it constitutes a global aspect indissolubly linked to the very existence of the human being, to the development of his personality and his condition as a social being. It plays an important role in this endeavor and as a system should use the rich heritage of pedagogical and cultural traditions available to achieve the integral development of the individual and try to find viable alternatives that lead to raise the quality of life of citizens, ensuring that they develop as whole human beings.

Therefore, it is necessary to turn to education, to the school as a guarantor of the defense of the identity of peoples, of the formation of young people, who must incorporate into their cultural heritage the best of previous generations, rescue their roots and defend the autochthonous.

Hence, the study of local history facilitates an approach to the environment, to interact with it and to establish communication among the members of the community, exerting an educational influence on the personality of each of its members, since it allows to treat the results of the values that emanate from the personalities of the locality and the combative actions of the territory.

The topic mentioned has contributions from pedagogues and historians in the national context: Álvarez (1990), Acebo (1992), Núñez (1993), Díaz (2002), Laurencio (2002) and Torres (2017), among others.

Working on cultural identity is a priority, we live in an increasingly globalized world, where the internet and the way of interacting through social networks have opened the field of knowledge and allowed to know new cultures that have socially and culturally enriched society, so it is of vital importance not to leave aside our true essence, the sense of being, origin, history, sense of belonging and with it, our values; so it is necessary to work together from the school and local entities, in protecting and maintaining the essence of cultural traditions as a local identity.

How to contribute to the strengthening of cultural identity in students of the Sociocultural Management career through the study of local history is a priority, hence it is proposed as an objective to develop a methodological alternative to strengthen cultural identity in students of the Sociocultural Management career through the study of local history.

The methods used were determined by the general objective and the research tasks. The logical procedures used were the theoretical and empirical methods of knowledge, among them: historical-logical, analysis and synthesis, induction and deduction, systemic-structural, scientific observation, individual interview, survey and others.

Development

Formative potential of Local History

The study of the different conceptions of the formative use of local history and its evolution in pedagogical events allows access to a no less important dimension of the phenomenon under study; specifically, the formative potentialities it offers. "The educational use of the history of the locality must be based on the theoretical-methodological analysis of the advantages and possibilities that the use of the system of historical knowledge related to the local perspective of history offers in didactic terms." (Laurencio, 2002, p. 55).

The study of local history is a topic addressed by authors such as Plascencia, Zanetti and García (1985), Álvarez (1990), Acebo (1992), Núñez (1993), Díaz (2002), Laurencio (2002) and Torres (2017), among others.

Local studies foster the development of historical thinking and the formation of convictions that cement a conduct consistent with our identity and the results that endorse them and a dynamic, progressive, active and transforming role in the society that is being built. In addition to this, the testimony plays a didactically formative role in the recreation, understanding and knowledge of certain historical facts, social manifestations of thought and cultural and identity expressions from the domain of the moment and the historical environment where they are produced.

The term Regional or local history has been worked on from a theoretical and methodological point of view by different authors who have contributed to the preparation of researchers who have dedicated themselves to writing the history of the regions of the country. Venegas (2007) considers that the geographical environment, the type of economy, class structures, migrations and the ethnic problem, the political aspect, among others, constitute requirements to define a historical region.

For its part, the term local history is the most used in the pedagogical field. For Guerra

The word local does not refer to the farm where his school is located; if the place where his school is located can be, at some point, a starting point, he must soon understand the whole term, which is what is understood by local history. (1927, p. 18).

On the other hand, there are other authors who define it for teaching purposes; such is the case of Acebo when he states that: "it is the study made by the students under the direction of the teacher of the facts, phenomena and singular and local processes, in their relation with the national historical development." (2002, p. 9.)

The definition given by this author is shared, considering that when studying local history it is necessary to take into account the main historical facts and outstanding figures in the municipality, since they are part of the tradition of struggle of the area in which he lives.

Núñez proposes another definition of local history for teaching purposes, where he expresses that:

Local history consists of the selection of facts, processes, singular and local phenomena of the distant or near past and of the present in its relation to the national historical becoming, thus the personalities that act in them, of a certain territory with flexibility of limits, according to a concrete pedagogical interest, in which the schoolchildren assume an active position in the study and investigation of the sources, for which they establish cognitive and affective communication with the locality, all under the direction of the teacher. (2004, p. 17).

Knowledge of local history helps students develop intellectual abilities to analyze, evaluate, compare, demonstrate, reach conclusions and make generalizations that can contribute to their training in any profession or trade. On this basis, we proceed to offer criteria in relation to the formative potentialities of local history in its link with Cuban history. It is wise to recognize the teaching of local history as a resource for the student's approach to the peculiar climate of the fact, process, phenomenon or local or national personality being studied.

Local history has methods and forms of organization in the teaching-learning process: the classroom, work in museums, the teacher's historical excursion, the testimony, work with monuments, busts, busts, among others; but it cannot be seen in isolation from the work in the classroom, which is the one that governs it (Díaz, 2005).

The improvement of the teaching process for the treatment of local history is based on Marti's ideology, the Marxist-Leninist philosophy and its dialectical-materialist method, the laws of didactics, thus the postulates of the cultural-historical paradigm. And its formative uses progress to the extent that the teacher carries systematicity in the facts occurred in the locality and gives the appropriate treatment, in function of achieving the proposed objective.

Cultural identity in the formation process of students of the Sociocultural Management career.

In Cuba, the discussion about identity has been analyzed long before the constitution of the nation, the leaders of the independence and the fight against slavery observed the psychological characteristics of the population, its high human, social and intellectual results. Likewise, they were concerned about the cultural, temperamental and character weaknesses that were not only far from the revolutionary ideal of human improvement, but that could jeopardize the very success of the liberating deed and of the new republic they aspired to build. In short, the same independence project had in its hands the creation of the conditions for the full development of the Cuban people.

There are several authors whose scientific direction is projected towards the conceptualization of identity, in this sense, De la Torre (1995) could be pointed out, denoting that "identity is equal to the national being and its image, its traditions, its history, common roots, ways of life, motivations, beliefs, values, customs, attitudes, awareness of sameness" (p. 63).

In Pogolotti's case, identity is understood as:

(...) a result of synthesis insofar as we move in the field of consciousness, in which intervene, among other factors, something as important as memory. Memory is not history in its objective chaos, but as we live it; as it has been transmitted to us by tradition, among them the oral tradition. (1995, p. 123).

The concept of identity has diverse connotations and varies within the frame of reference in which it is situated or from where one wishes to theorize. In this case, the concept of identity is used from a psychological and ethical point of view, where the young person acquires the mental and emotional characteristics concomitant with his or her biological, spiritual and intellectual being.

In the field of history teaching, identity manifests itself as the awareness of differences and similarities related to communities with similar or dissimilar historical processes. The phenomenon implies the teaching of an integral history, where the relations between past and present are summarized in the

cultures, political-social formations, modes of production and life, which have adopted their own economic, social and cultural forms since the past.

In the process of identity formation and development, language plays a vital role. The phenomenon, as Cuban linguist Valdés puts it

It is not simply a natural phenomenon, it is a social-historical fact, it is an instrument (...) this means that human language must be analyzed from the natural point of view, historically modified by social work. Unlike animal action, language, all language, depends on principles, rules, norms and results related to the organization of the society that uses it. That is why language is part of culture. (1998, p. 116).

Culture is an eminently social entity that expresses itself in the historical process of a community and is marked by identity. It is possible to speak of material culture and spiritual culture, although sometimes it is difficult to place a limit between the productions of both. In contextualizing this category, Ortiz states, in essence, that:

Cuban culture is an ajiaco and that the image of the ajiaco criollo symbolizes the formation of the Cuban people. In this respect he points out: at all times our people has had, like the ajiaco, new and raw elements just entering the pot to be cooked, a heterogeneous conglomerate of diverse races and cultures (...) What is characteristic of Cuba is that, being ajiaco, its people is not a ready-made stew, but a constant cooking. (1991, p.16)

The essential idea is that Cuban culture, as a whole, presents diversity in unity and develops through a dynamic process that reflects the evolution of the formation of the Cuban nationality and nation, which had at its base the fusion of elements of varied origin, which typifies the cultural identity.

The author recognizes the direct incidence of culture, in its broadest expression, in the process of formation and development of the individual's personality, as an expression of activity and communication in a specific historical period. The components that integrate the formation process of the students of the Sociocultural Management career are part of the culture which, in turn, contains the cultural identity and its treatment is of importance in the teaching and extra-teaching activities.

Taking into account the analysis carried out, it was possible to identify the features of the formative process of the graduate in Sociocultural Management, which are included in the Model of the professional of the career:

- The Model of the Professional was built from the experiences of the Sociocultural Studies career.
- Since its inception, the University of Guantánamo has implemented a single study plan (Plan E), allowing for the improvement of the training process, achieving a higher level of precision in defining its object of study.
- Integrating conception of the different components, thus the attainable ordering of the disciplines and their systemic character.
- Integration of the knowledge of regional and local history with national history in the program of the subject.

For Higher Education, given its social task, the discipline of Cuban History in the Sociocultural Management career, which represents an essential link in the formation of the professional, since it is the national history, source of patriotic, anti-imperialist, ethical and identity values, becomes more relevant.

The discipline History of Cuba is part of the curriculum taught in the second year of the Sociocultural Management career, it provides students with a historical culture on the process of formation and development of nationality, the nation and the Cuban national state, as an expression of the noblest aspirations of Cubans to achieve their own, sovereign, independent, humanistic, just and dignified homeland.

The discipline History of Cuba allows the professional of Sociocultural Management to acquire greater knowledge in his preparation as a future professional, allowing him to understand the place of his profession in the construction and maintenance of the socialist system, with a humanist and revolutionary sense, based on the Ideology of the Cuban Revolution, Marxist, Martiana and putting up the thought of Fidel Castro.

The student is prepared to intervene in socio-cultural processes in different social contexts, especially in those that require strengthening the cultural identity, enriching the spiritual heritage and promoting the active and protagonist participation of the population.

Theoretical foundations supporting the proposed methodological alternative

The current times the country is going through pose new challenges to the teacher in order to achieve the formation of an individual endowed with science, technology and a vast political-ideological preparation. For these reasons, teachers should improve their work methods, be more creative, and take into account local history as a tool, not only to strengthen the results that should characterize students, but also for the integral formation of the future professional.

The work is oriented towards the preparation of teachers, putting them in conditions to efficiently and effectively direct the training process, allowing from the subject to design methodological alternatives in the solution of problems of the pedagogical practice and in the training of the future professional.

In order to fulfill this social task, the methodological work has a fundamental task: to prepare the pedagogical collective, taking into account the current regulations for methodological work in Higher Education:

(...) the work that, supported by didactics, is carried out by the subjects involved in the educational teaching process, with the purpose of achieving optimal results in said process, hierarchizing the educational work from the instruction, to fully satisfy the objectives formulated in the study plans. (R/M 2/2018, article 17)

The work is oriented towards the preparation of teachers, putting them in conditions to efficiently and effectively direct the training process, in turn it constitutes a way for teachers of the subject to design methodological alternatives in the solution of problems of pedagogical practice and in the training of the future professional.

For the development of this research it is essential to know different positions on alternatives that have been presented in the pedagogical field.

According to the Diccionario de la Lengua de la Real Academia Española (Royal Spanish Academy Dictionary of Language), the word alternative comes from the Latin *alternātus* and is understood as:

Option between two or more things. This implies choosing, in correspondence with their interests, needs and possibilities, the option that is more beneficial and/or convenient. From the pedagogical point of view then the rationality of the option, the results it can produce, thus the objectivity with which it allows to approach the study material will also be taken into account for the choice. (RAE, 2020)

On the other hand, it is the result of an intellectual process derived from the study of the diagnosis of educational situations. It is materialized through the diversity of forms, such as dilemmas, activities, exercises, tasks, among others to be selected depending on the convenience of its transforming effect on the subjects once their educational needs have been determined. (Daudinot, 2003).

In this sense, the methodological alternative proposed to promote the development of cultural identity, in direct link of local history in the Sociocultural Management Career of the Manuel Tames Municipal University Center, responds to the demands of Higher Education, study and deepening of the subject History of Cuba, the ideological political work and the formation of values.

For the elaboration of the methodological alternative, the principles for the direction of the pedagogical process offered by Addine (2004) have been taken into account:

- Principle of the unity of the scientific and ideological character of the pedagogical process.
- Principle of linking education with life, social environment and work, in the process of education of the personality.
- Principle of the unity of the instructive, educational and developmental in the process of education of the personality.
- Principle of the unity of the affective and cognitive, in the process of education of the personality.
- Principle of the collective and individual character of education and respect for the personality of the learner.
- Principle of unity between activity, communication and personality.

For the application of the methodological alternative to strengthen cultural identity through the study of local history, different aspects should be taken into account:

- The results of the diagnosis carried out.
- The characteristics of the career in which it is going to be applied and the model of the professional of the same.
- The interdisciplinary relationship.

- The general objectives of the discipline.
- The availability of information and sources to be consulted by the students.

Based on the contents of the History of Cuba program taught in the 2nd year of the Sociocultural Management course, the methodological alternative is elaborated with the following characteristics:

- Selection of the knowledge system in correspondence with the most transcendental historical facts of the locality of Manuel Tames.
- Organization of the activities with a systemic character, so that there is a direct relationship between each and every one of them.
- Adequate orientation from the didactic point of view of each of the activities, emphasizing the objectives, skills, method and sources to be developed by the students.
- Evaluation of each of the proposed activities, in order to verify the effectiveness of the system of activities applied.

The methodological alternative consists of four stages where the fundamental elements are defined:

The I Diagnostic Stage: the instruments for the collection of information are applied, that is to say, the methodological needs of the teachers of the discipline of Cuban History are determined.

The II Orientation Stage: its objective is to design and plan activities that contribute to strengthen cultural identity through the study of local history. An important aspect of this stage is the management and coordination with institutions that can make the fulfillment of the objective effective.

The III Execution Stage: what was designed in the previous stage is put into practice. In this framework, the activities are developed as part of the methodological work system, which will allow the appropriation by the teachers of the Cuban History discipline of the methodological tools to deal with local history from the History class.

Stage IV Evaluation: it is directed to the evaluation of what has been done in previous stages.

The alternative that is proposed has its concretion through workshops, with the purpose of reaching a teaching-learning process that develops. Therefore, Article 134 of the Ministerial Resolution 2/2018 institutes as a basis:

The workshop is the type of class whose objective is that students apply the knowledge acquired in the different disciplines for the resolution of professional problems, based on the link between the academic, research and work components. The workshop contributes to the development of skills for the comprehensive solution of professional problems in group, for the group and with the help of the group, where interdisciplinary relationships prevail. (MES, 2018)

These methodological workshops that are proposed have:

General Objective: to prepare teachers from the methodological work to strengthen cultural identity from the formative potentialities of local history from the subject History of Cuba.

Specific objectives:

1. To train teachers in the mastery of the workshop methodology for the selection and use of local history contents to be used to strengthen cultural identity from the subject History of Cuba.
2. To offer a methodological alternative for the strengthening of cultural identity, through the formative potentialities of local history, from the perspective of the workshops.

It is specified that the workshop must comply with the phases of diagnosis, planning-organization, control and evaluation. The structuring and orientation of an orientation guide with the following elements will be conceived:

- Title or theme
- Objective
- Method
- Procedure
- System of activities
- Abilities

- Results to be formed
- Form of evaluation
- Bibliography

In these elements there is unity between the instructive and the educational in the teaching-learning process, the relations of activity and knowledge are strengthened as part of the forms of teaching and extra-teaching organization, which are organized to contribute to the formation of values and the personality of future professionals.

Among the sources and means used to develop the workshops is the syllabus of the subject, the most concrete original objects of the material culture: museum pieces, written documents, periodical publications of an epoch, basic and complementary bibliographies of Cuban History, and support materials for teaching about local history.

Conclusions

The formative uses of local history progress to the extent that the teacher systematizes the facts that occurred in the locality and gives them the appropriate treatment in order to achieve the proposed objective. The proposed methodological alternative is based on the materialist dialectic, on pedagogical principles, on the laws and categories of didactics; it contributes to the consolidation of the knowledge of the national-local history of the Manuel Tames municipality, allowing the strengthening of the cultural identity of the students supported by the research method. The results obtained through the application of the method of specialists' criteria allow us to assert that the proposed methodological alternative is feasible and responds to the demands of the career, of the subject and is in correspondence with the third improvement of education.

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