

***La excursión histórica-docente: su contribución a la conservación
y preservación del medio ambiente***
***The historical-educational field environmental excursion: its
contribution to the conservation and preservation of the
environment***

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Recibido: 20 de octubre de 2020

Aceptado: 26 de noviembre de 2020

Resumen

El apresurado cambio climático es una preocupación, dado al incremento de diversos problemas que afectan la sociedad de forma cada vez más desfavorable. El presente trabajo propone acciones educativas que responden a la preparación de profesores y estudiantes en el enfrentamiento a los fenómenos ambientales desde el desarrollo de las excursiones histórico-docente, se abordan consideraciones docentes-metodológicas relacionadas con la educación ambiental para propiciar la interdisciplinariedad en asignaturas como: Historia, Geografía, Educación Física, el trabajo con la historia de la localidad. Durante el desarrollo de la investigación se utilizó el método de investigación acción-participación, técnicas como entrevista semi estructurada, observación participativa.

Palabras clave: Excursión histórico-docente; Tarea Vida; Historia de Cuba; Historia local

Abstract

The rapid climate change is a concern, given the increase of several problems that affect society in an increasingly unfavourable way. The present work proposes educational actions that respond to the preparation of teachers and students in the confrontation of environmental phenomena from the development of historical-teaching excursions, it addresses teaching-methodological considerations related to environmental education to promote interdisciplinarity in subjects such as: History, Geography, Physical Education, the work with the history of the locality. During the development of the research, the action-participatory research method was used, techniques such as semi-structured interviews and participatory observation.

Keywords: Historical-teaching excursion; Task Life; History of Cuba; Local history

Introduction

The development of different consumer relations among human beings is becoming more and more aggressive, this has caused considerable damage to humanity, as it has poisoned the atmosphere and depleted huge amounts of non-renewable natural resources, of which the human species will have a great need in the future.

"To spread love for beauty is to improve men" (Martí, 1975, p. 175). And because he always trusted in human improvement and in the usefulness of virtue, our National Hero was prolonged in the vital and splendid sap of nature, which beautiful, welcoming, wise and opportune, was present in his ideology, in his words, in all his work. Hence, contributing to preserve and protect the environment from historical excursions is a necessity for the teaching of History in Cuban education.

In this sense, Cuban History classes can contribute to this purpose, from the same, excursions with historical character can be proposed that could facilitate this activity. In it, History teachers can talk about the historical fact developed, where the excursion takes place, and they can also contribute to take care and protect the environment where the excursion site is located and at the same time, the local heritage is protected.

The Constitution of the Republic of Cuba (2019) in its Chapter II, Article 75, states:

All persons have the right to enjoy a healthy and balanced environment. The State protects the environment and the country's natural resources. It recognizes their close link with the sustainable development of the economy and society to make human life more rational and ensure the survival, well-being and security of current and future generations. (p. 6).

The care and protection of the environment has been one of the concerns of the Cuban State. To this end, research has been carried out that has favored this process and there are, from university education, in the curricula of the different subjects, actions that contribute to the achievement of this purpose.

The objective is to propose educational actions that allow the conservation and protection of the environment during the development of historical-educational excursions.

Development

"Education, as an effective means to place man in harmony with nature. Hence his passionate defense of an education that is in correspondence with science and the reality of our people" (Martí, 1975, p. 177).

Therefore, among the duties of every human being is his or her contribution to the protection of the environment, emphasizing that Cuban environmental policy has been defined and sustained by the principles of sustainable development.

History is present in the territories, communities, cities, neighborhoods, squares, parks, streets; this encounter with history can and should be a stimulating learning activity, for this, historical excursions, tours and small inquiries that students undertake can be used to thus strengthen the national identity, raise the general integral culture of students, so that they become interested in the study of history and at the same time are able to care for and protect the environment that surrounds them.

The historical-teaching excursions are a practice that is fundamentally developed from the school, since it is a source of knowledge that provides educational and instructive elements, allows in a practical way, that students deepen their knowledge of history and thus raise the cultural level through the experience that they can have of those historical events that took place in a particular place.

Many times, students ask themselves questions where the historical-teaching excursion would be a resource or a way to answer them, among the questions that stand out:

Why the name of certain streets? What historical significance do the different places visited have? What can we learn from the tiles, obelisks, statues of our cities and towns? How to preserve the environment of the place visited?

Approaching the monuments and monuments is to remember that the observation of these sources of historical knowledge is an excellent opportunity to tell students the story that evokes that inscription or that piece. Students need entertaining storytellers, and a good storyteller is one who knows how to make what he or she says credible and get them to pay attention to it. It is necessary to tell and explain in a simple way why that plaque is on that wall, what event it commemorates, what character it recalls. And from there, the teacher says in words that his students understand what the story is about.

The historical-educational excursions contribute to the teaching of various subjects taught at school, among which we can highlight: Cuban History, Geography, Civic Education, and also to the development of Physical Education, and in turn, these have potential to contribute to protect the environment, providing a vital role from the same to the Task Life implemented in the country as one of the actions that assist in achieving this purpose.

According to Pimienta (2012), "Educational actions are all those methodological activities that provide the development of formative activities in different areas of education" (p. 62).de To develop

educational actions, the following methodology should be taken into account, which consists of several stages:

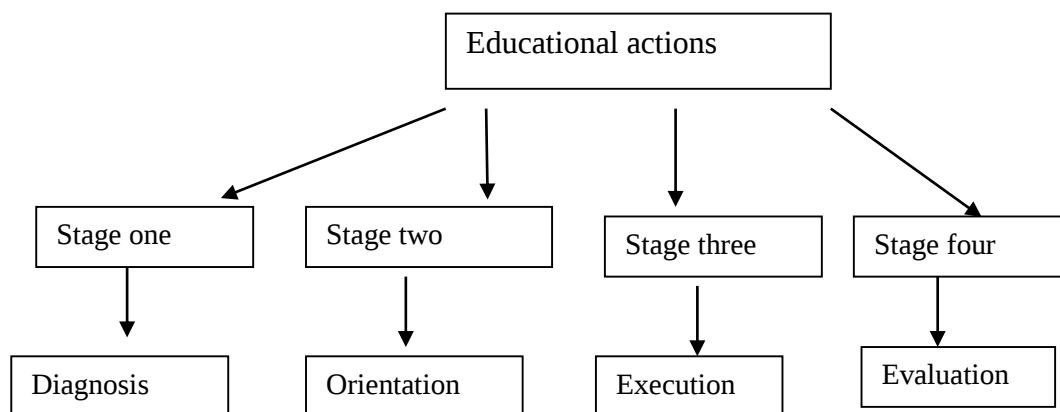


Figure 1. Stages for developing educational actions
Source: Taken from Addine (2007)

The aspect related to diagnosis, with respect to the teaching-learning process, will be influenced, taking into account that by considering these instruments from an integral perspective for teaching, more appropriate results will be achieved for the students according to their interests and needs.

This implies considering that the instruments related to educational actions should be as open, globalizing, flexible and dynamic as possible, based on organized evaluation criteria that allow establishing mechanisms capable of rescuing the most important aspects of the experience and the participation of all the elements involved in the teaching-learning process.

The orientation is based on very practical teaching interests, in this sense, that of the History of Cuba in order to didacticism the ways of learning and the ways of building knowledge. As this research proposal is developed, its importance can be considered, since conceptually there are gaps that, according to social delimitations, cannot be addressed.

It is one of the most important stages of the process, it is where the what and how to execute it is concretized. All the potentialities of the content are taken advantage of for an adequate motivation, based on the benefits of the work they will develop in these historical-teaching excursions, for the

students, its present and future usefulness and what it contributes to the subjects who learn in terms of professional skills that will become stable modes of action. The guiding basis of the activity is a guide for self-learning.

The structure to be taken into account to develop these actions, which are proposed to be oriented from the classroom, is as follows:

- Topic
- Objective to achieve.
- Skills.
- Specific content to be addressed.
- Actions to be executed.
- Necessary and sufficient bibliography.
- Form of presentation.
- Self-monitoring and self-assessment activities.
- Forms of evaluation to be applied.

During the execution, it is observed how the transit from dependence to independence evolves and which regularities show us a stable qualitative transformation of the learning subject's ways of acting when facing the solution of new problems, which provide new information, and which organize the logic of his/her action in function of assuming his/her leading role as the center of the process.

Thus, we can contribute to the protection and care of the environment from historical excursions, taking advantage of spaces open to learning to conceptualize the meaning of environment from an integrated perspective that can lead to raise awareness and broaden the environmental panorama in society, culture and education.

The evaluation of the work developed in such historical-teaching excursions, can be developed by different ways (either orally or in writing) and one of them can be in the classroom during the development of the turns of classes of the subject History of Cuba, for it can take into account:

- Questions in the classroom.
- Answers preconceived by the students derived from the work oriented and developed in the excursions.

- Solution to problematic situations such as the protection of the environment and at the same time the knowledge of the historical facts approached in the excursion.
- Solved exercises.
- Reports, summaries, papers, referative works.
- Students' questions, arising from independent study during the work done.
- Elaboration of summaries, synoptic tables, schemes, content cards.
- Seminars and practical classes.
- Laboratory and field work and workshops.

The Cuban strategy to solve part of the existing situation caused by man himself has outlined a series of actions, among them we can highlight the Task Life, which is a response to these environmental problems, the subject of History of Cuba taught in universities can make its contribution and in turn fulfill the purpose outlined.

The historical-teaching excursion has basic rules such as:

- Respect for the environment, the habitat of fauna and flora species, and sometimes of local peasants.
- The realization of an excursion plan beforehand, which gives more security and protection to the participants of the excursion, avoiding disorientation and other risks.

These rules respond to the objectives of Task Life, which promotes:

- Organize excursions by the subsidiaries to sites of geographic, historical and geological importance (Task Life).

Another of the actions that can contribute to solve this problem, from the teaching of Cuban History is the work of local historical facts, and for this purpose the historical-educational excursions can favor the fulfillment of this purpose, for example: the visit to a monument can become a cultural event. This is something that is not done every day and where history is linked to language, art and poetry in order to learn about the past, which helps to better understand the present in which we live.

These as a form of organization of the educational teaching process has an outstanding pedagogical significance in the teaching of history and in turn in the formation of results related to the conservation of the environment according to the place visited to promote the encounter.

According to the essential elements of the Task Life, it is the State Plan to face climate change based on a multidisciplinary scientific basis, which gives priority to 73 of the 168 Cuban municipalities, 63 of them in coastal areas and another 10 in the interior of the territory. Hence, our territory is implicit in

these actions and the subject of Cuban History with the historical-teaching excursions makes its contribution.

The University of Guantánamo undertakes actions and adaptation projects to support the Task Life through the treatment of the contents in the subjects and disciplines, in this sense, from the subject History of Cuba to protect the environment, we rely on the historical-teaching excursions, through them we clean the historical monuments, plant trees that help the reforestation of those places that are historical sites, among others.

For this, the University is in charge of transmitting to young people a system of knowledge, skills and professional results that satisfy the social demand for certain jobs according to the specialty they are studying and the social needs.

By means of the realization and development of historical-educational excursions, it is possible to know the historical aspects of the place selected to carry out the same, thus the natural components in a similar way as they are manifested in nature, specifying the causal links between them, where the student studies in an integral way the fact, phenomenon or process object of study, is motivated by the inquiry, the solution to the problems he finds, is formed as a responsible citizen and an active social subject in the construction of a model of sustainable development.

According to Leal (2011), historical-teaching excursions, according to the form that the learning direction takes, can be:

- Teacher-directed.
- Indirectly directed by means of an orientation guide.

During the development of the excursion, the teacher should be able to clarify the student's doubts and as much as necessary, it is of importance for the student's historical and environmental formation that the teacher asks questions that contribute to achieve this purpose, since it is developed with a specific purpose.

Therefore, it is a necessity to carry out actions that enrich the popular wisdom on the man-nature relationship, where the school is the real landing point to implement environmental education and achieve a complete and sustainable environmental development.

The historical-educational excursions must fulfill different stages of preparation, execution and conclusion and the methodology implicit in it, which is applicable to the same; in the case of a historical monument, among the aspects that should be emphasized are:

- Knowing the place where it is located.

- Investigate why the site was chosen and the environmental conditions that support it.
- To determine the date it was built.
- To find out who built it, who participated in its construction.
- Materials to be used.
- What it is currently used for.
- The area should be easily accessible and without risk to the physical integrity of the students.
- Various historical, natural, economic and social components must be present.
- The objects and geographic phenomena selected should be well differentiated so that there is no confusion or doubts, and so that the theory can be put into practice.

In the case of the excursions to the historical sites, within the activities that can be developed we have:

- Educational activities such as care, cleaning and beautification.
- Searching for information about the visited tile.

The school plays an important role, its objective is to form living, direct, independent, loving people, without being passive in the face of nature and society. Achieving the purpose of protecting the environment in students through the teaching-learning process is the basic imperative for all teachers to be able to achieve this goal.

In this sense, also one of the historical-teaching excursions that can contribute to one of the objectives of the Life Task, related to the care of nature and at the same time support the contents of the Cuban History classes, is the visit on a walk to Playitas de Cajobabo, historical place where Martí and Gómez disembarked on April 11, 1895.

This excursion contributes to make this content more enjoyable, which in turn is received in the classes of Cuban History in the Marxism-Leninism and History career, thus providing services.

Topic #5. The Necessary War (1895-1898).

Theme: Arrival of the main leaders of the Revolution: Antonio Maceo and Floor Crombet at Duaba beach (Baracoa), April 1st and April 11th José Martí and Maxim Gómez at Cajobabo beach (Imias).

Major actions in the Guantánamo area. La Mejorana Meeting.

Objective: To explain how the expedition of the main leaders of the Revolution developed from their arrival to the eastern coasts to La Mejorana, through the analysis of José Martí's Campaign Diary and the development of a historical-educational excursion; to strengthen the love for the protection of the environment and the knowledge of the historical facts occurred in the area.

Methodological orientations

Here it is described in an illustrative way in José Martí's Campaign Diary, in which each day makes reference to a meticulous description of nature and how it favored the Mambises in many of their confrontations.

The student, when developing this excursion, can live emotions with the historical fact, feel what happened and how is the place where these heroes of the Homeland disembarked. To preserve these experiences, one of the activities that can be developed within the excursion is the care of the natural elements of the area.

Martí's work spiritually enriches humanity; it is admirable to see how much vision he advocated the need to preserve, for the good of the planet, of civilization, of society, each site of nature.

As part of the activities of the historical center, the creation of the Bosques Martianos; selected areas, close to schools or population centers where trees that José Martí mentions in his Campaign Diary during his libertarian route from Haitian Key to Dos Ríos in the Cuban War of Independence in 1895, or in other of his multiple works in which he handles in some way the theme of forests, are planted and signaled, he develops numerous activities aimed at the knowledge of the planted plants and the Martí's thought about nature.

Interdisciplinarity with the subjects Geography and Civic Education can be taken advantage of, taking advantage of their potential. In the case of Geography, the analysis of the geographic situation of how nature influenced this disembarkation and the journey. In Civic Education, a conversation can be developed related to the fulfillment of the articles of the Constitution of the Republic that respond to the care and protection of the environment to foster in them a historical and at the same time environmental conscience, deepening in the actions of education, divulgation and environmental information.

Hence, Martí (1975) asserts: "Nature inspires, cures, consoles, strengthens, and prepares man for virtue. And man is not complete, nor does he elevate himself, nor does he see the invisible, except in his intimate relationship with nature" (p. 12).

Cubans, as heirs of his ideology, we keep it in the place destined to perpetual heroes, whose example guides each new journey, each new task, genuine expression of a society that dreams and loves, that forges and defends Martí's thought on nature and ecology encourages and instructs us in that other facet of the revolutionary, and vast work, that in culture we defend.

Conclusions

The historical-educational excursions are one of the inexhaustible sources of knowledge that can promote results related to the admiration, care and protection of nature from the teaching of Cuban History. It is a didactic system, it has specific objectives, whose fundamental working methods are observation, description, conversation, map reading, drawing up plans, sketches, diagrams, graphs, etc. Its methodological basis is the acquisition of knowledge and skills through direct observation combined with the independent work of the students. The systematization of the theoretical references made it possible to determine the proposal of educational actions, to assume theoretical positions and to provide suggestions to teachers for working with students.

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