



La actitud científica-investigativa, premisa de una capacidad auto reflexiva
The scientific-research attitude, the premise of a self-reflective ability

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Resumen

El artículo versa sobre el insuficiente desarrollo de competencias investigativas en los cuadros políticos hacia una actitud auto reflexiva, con el objetivo de proponer un sistema de acciones para desarrollar dicha actitud. Se emplearon métodos teóricos como el histórico lógico, análisis-síntesis, inducción-deducción, modelación y la hermenéutica; empíricos: encuesta, entrevista y test pedagógico, que permitieron abordar aspectos relacionados con la competencia investigativa y elaborar un sistema de acciones a favor de dicho proceso; se valora la pertinencia de la propuesta a partir de los criterios de diferentes especialistas y usuarios, que lo consideran adecuado y pertinente.

Palabras clave: Formación; Competencia Investigativa; Didáctica; Capacidades, Reflexividad

Abstract

The article deals with the insufficient development of research competences in political cadres towards a self-reflective attitude, with the objective of proposing a system of actions to develop such attitude. Theoretical methods such as historical-logical, analysis-synthesis, induction-deduction, modeling and hermeneutics were used; empirical methods: survey, interview and pedagogical test, which allowed to approach aspects related to the investigative competence and to elaborate a system of actions in favor of such process; the pertinence of the proposal is evaluated based on the criteria of different specialists and users, who consider it adequate and pertinent.

Keywords: Training; Research Competence; Didactics; Reflexivity

Introduction

Scientific research and political direction are complementary processes. In this sense, the cadre must discover what it has and how its object of action is at a given moment. In this regard, it requires that he/she determines the causes producing positive and negative changes, where are the weaknesses, strengths and potentialities of the context and of others. This is possible if scientific research is applied as a working tool in its activity.

In this particular, for some time, the development of competencies and capabilities for the development of reflective and creative human beings, committed to their reality, has been a concern of different authors among which we can cite Gómez (2012), Sanjurjo, Cruz and Falcón (2015), Pérez (2020), who refer to a specific aspect of the relationship between research and social policy.

In Cuba, the approaches of Castro (1961), Chávez (1989), Velázquez, Sánchez and López (2016), Deroncelet (2018), Sánchez (2020) and Rubio (n/d) are significant. These researches are closer to the scientific direction, either in the field of educational policy or in the political direction specifically.

Hence, the scientific-pedagogical literature, when addressing the topic of professional training, devotes space to research and its importance in the professionalization process, thus in the improvement of educational practice. However, the authors' conception of research training does not clearly show the authors' contribution to the cadres who are trained, but rather in relation to the research process in general.

On the other hand, the referred aspect related to undergraduate or academic and doctoral training is worked on. The issue regarding the training of cadres is not sufficiently addressed and the contributions are limited in terms of the possibility offered to them for their performance as such. Therefore, the article addresses the problem of the insufficient development of research competences in political cadres as a premise for the development of a self-reflective attitude. The objective of this work is to propose a system of actions that favors the development of such competences in those who receive different types of training.

Development

Importance of scientific research in the work of policy makers

In this regard, we start from the definition of management provided by Higher School of the Communist Party of Cuba (ESP), Níco López (1991), when he affirms:

By its essence, management manifests itself as a type of guiding activity called to coordinate the efforts of the factors involved in it in order to achieve rationally established objectives, based on an adequate balance of needs and possibilities to achieve them, which ensures the adoption and

successful implementation of decisions. (p. 3)

In this sense, we agree with the ESP (1991), when considering that the policy outlined by the Communist Party of Cuba must be harmoniously linked to science, based on scientific knowledge about the development of society, thought and the laws that shape it. The adequate and qualitatively superior decisions, within the field of the work carried out by the human being in specific, are those that are based on a scientific assessment of the phenomena and social processes.

On the other hand, Lenin, quoted by ESP (1991), affirms that: (...) it is indispensable that science is not reduced to a dead letter or fashionable phrase, but that it becomes in effect, our flesh and blood, that it becomes fully and truly an integral element of daily life. (p. 6)

According to Bunge (s.f), science, as a system of knowledge, methods and logics about nature, society and thought, should be thought of as contributing to the solution of the problems faced by man in his relationship with his environment. This is done on the basis of the principles, categories, laws and theories that are the fundamental object of all science and that allow explaining in a logically structured way a specific phenomenon or process, which is the object of the scientific research process.

In this sense, in order to manage it is necessary to know the object of management. In order to know this, it is necessary to look deeply into the elements that configure it, both internally and externally. This implies diagnosing the behavior of the context in which we intervene. This context is formed by the massive revolutionary political subject. This is defined as the people in the political direction as recognized by Rodríguez (2013).

This implies that the political cadre must feel the need to know objectively in what context it is going to carry out its mission. This knowledge is difficult without the consistent application of methods, techniques and tools of scientific research, since leading is also a scientific task.

In this sense, the scientific management of society requires scientific methods of management, also those that serve to objectively know the subject of such activity. In the Cuban case, massive subject of power: the people or "massive collective subject of power - the united and organized people", as Rodríguez et al. (2017, p. 7) call it. A phenomenon that ESP (1991) and Rodríguez (2013), also call "revolutionary political subject" (p. 11).

On the other hand, the political cadre must be knowledgeable about the advances that have occurred in

the world and in the country about politics as an aspect of science. However, he also needs the knowledge provided by other subjects that study man in particular and society in general, and the interrelationships established by men in various fields. With them and the contributions of his own management, his capacity to act in the environment in which he works is conditioned. He prepares himself, then, as a member with aptitudes to lead this process. However, there remains a very significant part that also depends on his own will; it is his self-reflexivity.

In this respect, the methods of scientific research serve the political cadre as a working tool in the field of political leadership. With them, he can establish an accurate diagnosis of how the subject is and the context of his activity in question. Based on this knowledge, he can establish correct strategies for the solution of various problems that arise. In addition, with its use, the team knows the potentialities, weaknesses, threats, opportunities that serve to make significant decisions in the process it develops.

To the extent that these methods are internalized as working tools, the subject himself is preparing the ground for their further improvement. It then remains for him/her to act accordingly. In this sense, the teaching actions of preparation, training and improvement must intrinsically carry the principle of the relationship between the cognitive and affective aspects.

Hence, the process of political management of society becomes a scientific activity, which is necessary in view of the vertiginous progress of science in all fields. But it is also necessary in view of the activity itself, since it is a question of directing people whose diversity is as numerous as the number of individuals forming the groups being led.

On the other hand, the mastery of research methods makes the manager a subject with a high level of cognitive independence, both in the knowledge of the theory and the praxis in question. This has an extraordinary influence on his or her cultural background. At the same time, he is prepared not only to know and know how to do, but also to create new knowledge with his practical and theoretical activity. Therefore, the knowledge and consistent application of skills and various actions related to scientific research in the process of political management is what the authors call the research competence of the political cadre.

On the other hand, Valle (2010), citing Armas, recognizes that scientific results are:

"The contributions that constitute products of the research activity in which scientific procedures and methods have been used that allow providing solutions to problems of practice or theory and that materialize in knowledge systems on the essence of the object or on its behavior in practice, models, systems, methodologies, strategies and material productions among others'." (p. 13)

In this sense, the activity of political management of society is objective and pertinent if it systematically applies the results of research using scientific methods and procedures. Therefore, it constitutes a potentially productive, creative and developing scientific activity of the subject's capabilities. In this regard it should be specified that Rodríguez et al. (2017) recognizes the:

Political management of society (in socialist transition) as a sphere of practical activity: [it is the] tendentially sustained and hierarchical process of exercise of popular power, singularized by the strategic and tactical relationship between leaders and led in the projection, coordination, regulation, valuation and impulse of democratic self-determination and of the massive collective management of the shared political purposes of production, progressively organic, of the new social relations of socialist character and contextualized by the historical flow of social conditions that gravitate on such relations and purposes, and vice versa. (p. 4)

Accordingly, the political direction of socialist society is a qualitatively new process, different from those of previous societies. It is a scientific phenomenon that requires systematic attention from that point of view. Therefore, this process must be accompanied by science so that the dialectical character of social development can be fulfilled. This imposes on the political cadre increasingly complex levels of creativity that imply in turn stimuli for the continuity of this. Likewise, it must enrich its knowledge with the advances that exist in the theory, as it corresponds to him to contribute to the theory from its action in the practice. In this sense, it is scientific research that provides sufficient elements to carry out a truly scientific management.

In general, the researches consulted maintain points of coincidence when addressing research and its importance for the development of the professions. In this regard, it can be seen how ideas such as: all professional work must be a scientific work; all processes must have a dialectic that leads to higher stages of development; all professionals must have tools that allow them to perfect

the work they perform; all work is perfectible and research has the mission of contributing to this; there are still unresolved gaps in the use of research in the different professions or trades; it is the task of the sciences and researchers to find these gaps and propose varied and creative solutions.

Both in the theoretical arguments and analyses and in the performance in the management practice, there is a lack of awareness of the importance of scientific research for the policy framework. On the other hand, these subjects do not see in research a way that organizes and allows them to execute the process of political leadership with greater quality. In this sense, its meaning has not been internalized in the practice of this process by the subjects of political leadership, both individually (the cadre) and collectively (the collective leadership by the people). Therefore, political cadres and subordinates must know and use science in their political work. That they prepare themselves and understand this postulate is the work of the investigations that are presented in this field. The development of the attitude towards this phenomenon should be guaranteed with the diverse training actions developed by the Party School System. Although it is up to the cadres themselves, from their self-education, to acquire the knowledge that will equip them for it. The mastery of this aspect by the political cadres contributes in a substantive way to guarantee a high level of self-reflexivity. This is considered as the way of thinking about each step or solution to be taken in their own problems and its repercussion in the professional activity they carry out.

System of actions for the development of the research competence of the political staff

The systemic nature of the proposal is based on the structural systemic approach that gathers in turn, the definition of Alvarez (s.f), which defines as a system "A set of elements or components, which behave according to certain internal laws, which establish their relationships and offer a qualitatively new result." (p. 33) while the operational definition posed by Velázquez, Sánchez and López (2016) is assumed in that:

A system is the configuration of a totality of elements that are harmoniously and reciprocally integrated over time and space. They have common objectives, goals, interests, aspirations and results in the conformation of objects, subjects, processes or parts of these. The system as a whole has properties superior to each of its parts separately and different levels of complexity depending on whether simple or complex elements are grouped together (p. 176).

This definition makes it possible to recognize characteristics to consider that actions are complex

relationships, community of purpose, interconnections and interdependencies. The system in question considers the objectives to be achieved, the political context in which it is inserted, the characterization of the essential aspects referred to the actions and the continuous evaluation as the basis and justification of its necessity.

In this proposal, the connection between political direction, the specific context of its development, and the professional work of the political cadres is strengthened. This is conceived with an integrating, flexible, reflexive, empowering-developing and creative character, which facilitates the self-enrichment of the actions themselves to the extent that deficiencies appear in the professional performance of these cadres.

A fundamental element of the proposal is that it is based on the principle that the political-ideological work carried out by the political cadre must go through the investigative competence to achieve conscious changes from their own attitude and behavior in this regard. These actions have a transforming character; they are aimed at promoting a qualitatively superior change in the work of the political cadres of the territory; to achieve a permanent identification of the practical needs of their professional work through their systematic performance in processes of the organizations, or in concrete situations of daily life.

Assimilation is achieved through a research-action-participant process that allows an approach to the context from the cadres' own leadership activity, developing habits, skills and research capacities for the scientific exercise of political leadership.

From the methodological point of view, the system of actions is structured from three interrelated and complementary moments: precision of the learning needs and their theoretical support; integral attention to the detected needs; practical application of the acquired knowledge and verification of the effectiveness of the learning and its application with the follow-up, evaluation and reconstruction of the proposal.

On the other hand, another aspect that gives it a systemic character is that in order to carry out each group of actions and these among themselves, the fulfillment of each one in specific is required, since the lack of one limits the effectiveness of the rest. Likewise, a preceding action is the basis for the following one and the latter is a higher level of the previous one.

I. Actions for working with the objectives of the teaching-educational process in the research training of the cadre

1. Determination of the learning needs in function of the potentialities for the research that the subject of political direction possesses what they contribute: the trainers and preparers of this; the subject himself for his self-knowledge and self-education; the relation between both.

2. Determination of the theoretical and practical contributions that serve as sources of knowledge to the subject of political leadership in the process of preparation and/or training. Existing research on the subject is sought and studied, at international, national and local levels.

3. Declaration, in the objectives of each class, of the need to prepare the cadre for the investigative function, that is, for the systematic use of research methods at work, with the purpose of making more scientific the management and the application of the work codes of the organization it manages, thus diagnosing the need to prepare for the transformations. In this regard, each teaching space, whether class or other form of preparation, must provide elements that allow to know what the cadre needs in terms of training, improvement or preparation.

4. Ensure, through adequate contextualization, that the objectives of each topic and class are geared towards the materialization of the link between practice and training and/or training institutions. Although there are programs and courses issued by higher instances, what is brought to the space of exchange, debate, reflection, analysis, must be significant for the student - cadre in training - since this favors the level of stimulation or motivation that he/she feels for the content.

5. Decision of how and in which of these areas the use of the scientific method is required and in which it is not. The teaching activity should lead to a clear understanding that there are diverse areas, where the use of research is not always required to solve problems, but that those that need it must be used, since a more accurate solution will be obtained when it is more scientific.

6. Ensuring that in each class, intervention or training action for the political subjects of management, there is a due coherence among the elements here stated. The

personnel in charge of the methodological and theoretical preparation of the teacher, must take into account that they must master how to achieve coherence between the elements presented in this part of the proposal.

7. This whole process requires discussion, debate and understanding by the teachers of the aspects included in the proposal up to this part and the rest of it.

II. Actions for working with the content of the teaching-educational process in research training.

For the achievement of scientific knowledge of the management process: understanding and application of the scientific method, that is, the logic of appropriation and enrichment of scientific knowledge during the whole process of training and preparation; development of the sense of the need to deepen in the contents that point to the understanding of such knowledge; achievement of flexibility that is expressed through the transference or extrapolation to new situations; formation in the students of the knowledge of the different scientific branches, of the different disciplines; to propitiate that the scientific knowledge of management is a condition for the development of research skills, from its dialectic relation, since knowledge is assimilated by operating with it and the skill is achieved by executing with certain knowledge.

1. For the achievement of research skills:

Logical process for problematizing action: demonstration of the logical process of research through the direct link of the subject of political leadership with the practice of leadership he faces or must face as part of his political work; practical-demonstrative actions in the elaboration of analysis instruments for the identification of problems, needs and potentialities in the context of action of the subject of political leadership; systematic identification of problems, needs and potentialities in the context of action of the subject of political direction, through a permanent diagnosis; analysis and elaboration of theoretical assumptions that explain the identified problems; contribution of elements of reflection; hierarchization of priorities in problems, both of scientific and other nature.

2. Application, in practice during the class and in connection with the political direction, of what is foreseen here as part of the process of training and preparation of

the subject of political direction: vision and theoretical internalization of the logic for research: analysis and understanding of the relationship between the activity he/she does or will do and the aspects approached as part of his/her preparation and training: practical actions in the execution of his/her current or future work oriented from the teaching task; joint actions during the class or other organizational form of the teaching process in which he/she participates as part of his/her training or preparation.

III. Theorizing action

1. From the existing theoretical foundations: interpretation and explanation of the reality of management; analysis, reflection and decision before different theoretical positions: projection of creative alternatives of solution from what is proposed in the existing theory about management: substantiation of scientific criteria that are assumed.
2. From the reality faced by the subject of political management in the process of political management: interpretation and explanation of the reality of management in the specific context; analysis, reflection and decision before the different problems of the practice, and its relation with the theoretical positions; projection of creative alternatives of solution of the problems of the practice of political management, from what is stated in the existing theory about management; substantiation of scientific criteria that are assumed and their demonstration in simulated or real actions.

IV. Actions to verify reality:

1. In the preparation phase of the political subject of leadership: systematic observation and self-observation of leadership practice; application of methods and instruments, thus interpretation of the results to evaluate the process and outcome of leadership.
2. For the achievement of the ethical-professional results inherent to the research procedure in management: development of the result of the value of science from the fact that each class provides the recognition of the importance of science at the theoretical, methodological and practical level, which guides the student to the search for scientific foundations that allow him to interpret, explain, project and transform his reality; development of the result of the profession, that is, that throughout the preparation of the cadre, the recognition of the social and personal importance of the profession of being a cadre is achieved, which orients him/her towards positions

committed to him/herself and to his/her management reality; development of scientific honesty, which means that the cadre establishes relationships of respect and modesty with him/herself, with others and with science. Unconditional respect for the ethics of cadres and the scientific ethics; for the application of methods of the teaching-educational process in research training.

3. Predominance, during the whole process of formation of the cadres of productive methods that propitiate: inquiry, questioning theory and practice, searching for evidence, elaborating hypotheses, testing, experimenting, developing mental processes that favor the solution of problems: development of classes that contribute to the appropriation by the student of methods proper to the investigative procedure of the quantitative and qualitative methodology for its daily application in the exercise of management; projection of each independent activity of the students towards the solution of concrete problems of the territory; approach to the logic of learning and the logic of research, that is, from the delimitation of the professional problems of management.

These problems must be approached by the different subjects in the preparation of the cadres. In this sense, their complexity should be graded and the development reached by the students should be considered in relation to:

First: the appropriation of scientific knowledge of management; second: the development of research skills and professional ethical results. For this, the use of research instruments in obtaining empirical information: questionnaires, observation guides, documentary review, among others, for all subjects aimed at the preparation of cadres.

The above is necessary for the moment of problematizing, theorizing; and to verify the reality in the activity of political direction where the referred subject performs.

What is achieved in the verification in the phase of the real process of political leadership faced by the political subject of the leadership by the trainers, trainers and coaches from the own self-awareness of the subject of political leadership; with the stimulation of the self-reflective process, through actions that allow self-evaluation, self-direction and accountability to those he/she leads and/or represents.

V. Actions for the determination and application of the forms of organization in the teaching and educational process for the research training of the cadres.

First group: diversification of the system of forms of organization of the teaching-learning process: lectures; self-preparation; seminars; practical classes; class-visits: the authors consider them as those in which the teacher previously prepares the students and poses a system of questions and/or aspects to be observed, to be carried out on site: observation with other instruments and discussion on what has been observed and/or verified in the field, is a type of active teaching that puts the participants in relation to the concrete practice in an objective manner. In it, there is an exchange with the people of the place or center where it is carried out; consultations; teaching workshops, among others; consideration of the workshop as a valid form for research training that guarantees the systematization of the contents related to research in management, for reflection and projection of the practice.

Conversion of the consultations into spaces of scientific exchange, of specific orientation, that the conferences, more than approaching the contents as truths, are problematizing of the theory and practice with the correct use of the study of cases in the taking of collective decisions.

Second group: conversion of seminars into true scientific sessions of theoretical discussion and that practical classes allow the development of skills and methods for research work; definition as a priority, in any of the forms of independent work as a method; achievement of extra-class work, refereeing, dissertations, as moments of concreteness, that allow the process and the result of research activity to be experienced.

VI. Actions to develop the evaluation of the teaching-learning process for research training.

- a) Application of self-evaluation, co-evaluation and heteroevaluation, to evaluate the process of acquiring knowledge, skills, results, and values, and to promote developmental learning throughout the process for research training. In this sense, it is necessary to combine all these forms of evaluation, as this favors greater coherence with the self-learning purposes and the development of self-reflexivity in the students.
- b) To encourage that the student, at any moment of his career, feels the evaluation as a corrective and enriching stimulus of the objectives to be achieved. This is not in the grade, but in the qualitative results that the subject progressively achieves.
- c) Achievement of the capacity to evaluate by himself, how he is fulfilling or has fulfilled his own learning objectives.

This is one more way of defending the active character of the cadre throughout the whole process. The cadre will learn not only to depend on external evaluations, the evaluative criteria of the teacher or his/her peers, but also to analyze and evaluate the teacher's actions; to evaluate his/her own performance and to what extent both respond to his/her initial projects and expectations. In the meantime, this subject acquires skills on how to self-evaluate, to what extent to project himself towards new management strategies and other elements that stimulate his self-reflexivity.

VII. Logical, practical-transformative actions at a higher level, in the context of the cadre's performance, based on the skills, abilities and knowledge acquired in the preceding training and/or improvement process.

VII. They include the preparation you carry out with the reserves you are preparing. Preparation and self-preparation; selection of the most suitable research methods and instruments; diagnosis of perception and understanding of potentially suitable and risk areas, of the problems and the central problem, of causes and responsible persons; analysis and classification of potentialities, risks by their hierarchy of priority; definition of possible solutions: alternatives, strategies, others; implementation of the planned solutions; evaluative and self-evaluative, compensatory and/or corrective actions; follow-up and feedback.

VIII. Follow-up and control actions on the way the cadre acts with respect to the use of research as a working method in the solution of the problems in its charge.

In the training center: presentation and defense of scientific reports in the training center; participation in scientific events where the trainer works and in related work centers, the practice of the process of political management: realization of verification visits by the training centers, participation in other scientific debates, realization of specialized exhibitions in research techniques for the scientific management of the society, visits of teachers to the practical activity of management of the graduates, exchange with graduates of one year or more in their practice of political management.

Other activities linked to the practice of management, such as meetings and scientific events with the experience of graduates and other subjects in training, as a function of

the process of political management; in the publication of scientific articles related to the topic in question.

Returning to what has been discussed so far, we agree with ESP (1991), when he affirms:

The causes of the errors can consist in subjectivism, in voluntarism, that is, in deviations from the objective regularities of the development of society, from the Leninist principles that can sometimes manifest itself, in localism, from the narrowness of the leadership; an insufficient political maturity of the militants in the approach to the problems. Finally, the cause of the errors may lie in the low professional level of the militant, in the lack of a non-critical attitude towards it, not taking in time the measures for its correction. (p. 8)

In particular, it is thought that the proposal calls the attention of how in the process of political leadership, the subjects of leadership, both individual and collective, have alternatives that propitiate to know: First: the theoretical aspects concerning the process of political direction of society. Second: the errors that in this sense can be committed or are committed in the practice of political management of society and its causes. Third: in a creative and well thought out way, to propose solutions that suit the majority.

In this sense, it corresponds to those who lead the processes, to be the most visionary and to have the sufficient preparation to use all the potentialities in the achievement of a harmony that guarantees the fulfillment of the objectives that are traced in this respect. For this, the tools of scientific research internalized in each subject referred to, are appreciable and irreplaceable elements that they need to dominate and use consequently.

Conclusions

According to the works reviewed, there is a constant and reiterated concern for the improvement, training and preparation of cadres. However, the researches agree that there is still a wide field of possibilities to contribute, from science, to the perfection of the problem. Likewise, it is evident that in Cuba, the Party and the State are interested in improving the performance of the cadres and thus, to promote transformations in their context of action. Meanwhile, there is agreement among 86.7% of specialists and users

consulted at a higher level that the system of actions has an internal logic and facilitates research, which is feasible from the pedagogical point of view for the research training of cadres, favors the motivation of the pedagogical group and students for the development of identity and commitment to the task of training and being trained.

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