



El componente ético axiológico en la asignatura Historia de Cuba de 5to grado

Importance of the ethical axiological component in the 5th grade Cuban History subject

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Resumen

Los problemas globales afectan el planeta, por eso se hace necesario buscar soluciones para una vida asequible al hombre. De ahí los cambios en la educación cubana desde edades tempranas como el Tercer Perfeccionamiento de la Educación, incluyendo la Historia de Cuba para lograr un comportamiento ético – axiológico que oriente y sustente la convivencia humana en comprensión y concordia. Por tal motivo, el artículo tiene como objetivo caracterizar es estado inicial del componente ético axiológico en la asignatura Historia de Cuba para desarrollar la Educación Ciudadana en los estudiantes de 5to grado. Se utilizaron diferentes métodos como el histórico lógico; el analítico sintético; análisis de contenido; hermenéutico dialéctico; observación participante; encuesta; entrevista grupal; grupo focal; triangulación metodológica y la consulta a especialistas. Se concluye que es importante el componente ético axiológico en la Historia de Cuba para desarrollar la educación ciudadana en los estudiantes.

Palabras claves: Componente ético axiológico; Historia de Cuba; Educación Ciudadana; Convivencia social

Summary

Global problems affect the planet, which is why it is necessary to find solutions for an affordable life for man. Hence the changes in Cuban education from an early age such as the Third Improvement of Education, including the History of Cuba to achieve an ethical - axiological behavior that guides and supports human coexistence in understanding and harmony. For this reason, the article aims to characterize the initial state of the axiological ethical component in the Cuban History subject to develop Citizenship Education in 5th grade students. Different methods were used, such as the logical history; the analytical synthetic; content analysis; dialectical hermeneutic; participant observation; poll; group interview; focus group; methodological triangulation and consultation with specialists. It is concluded that the axiological ethical component in the History of Cuba is important to develop citizenship education in students.

Keywords: Axiological ethical component; Cuban history; Civic education; social coexistence

Introduction

Scientific and technical development, climate change, world economic crisis, increasing poverty, wars and the loss of identity of peoples due to neoliberal globalization are some of the characteristics of the world, which is why education with new ethics and moral values is necessary. In this direction, Morin (1999), reaffirms the importance of ethics for the understanding of the planet from education, while (Chacón, et al, 2019 and Sierra, 2021), refer to the importance of the axiological and humanistic ethical approach in the process of education for civic life. On the other hand, Sánchez (2008), refers to the identity of the Cuban from history classes with a strong ethical content. Pulido (2010), analyzes the ethical- axiological-normative relationship in historical research and Chacón (2022), directs his research to the existing links between axiological ideals and interpersonal relationships.

However, the demands of these contents in Cuban History are not always taken into account for the development of citizenship education in students of the second cycle of elementary school.

In the Gervasio Hernández elementary school in Pinar del Río, during an exploratory study carried out, it was possible to verify the presence of difficulties that attempt against the importance of the axiological ethical component from the History of Cuba for the development of citizenship education in students, among which are:

- Responsibility, companionship and industriousness in students are not enough.
- Students are more attracted to the contents of Natural Sciences than to those of Cuban History.
- Teachers do not take sufficient advantage of the Cuban History program to work with the axiological ethical component that contributes to the development of citizenship education in students.
- Scarce bibliography with updated topics on the elements that integrate the axiological ethical component from the Cuban History classes for the development of citizenship education in students.
- Not enough spaces are created to allow the active participation of students to expose their judgments and reasoning.
- The systematic application of the ethics of collaboration to solve problems is insufficient.

Hence, there is a contradiction between the demand for the preparation of teachers in the treatment of the axiological ethical component, from the History of Cuba for the development of citizenship

education in 5th grade students and the existing deficiencies in the preparation of teachers in the treatment of the axiological ethical component, from the History of Cuba for the development of citizenship education in students in 5th grade students.

That is why it is stated as a scientific problem: how to contribute to the axiological ethical component for the development of citizenship education in 5th grade students of the Gervasio Hernandez elementary school in Pinar del Rio?

In this sense, it is unavoidable the treatment of the axiological ethical component from the History of Cuba that allows the development of citizenship education in 5th grade students. Therefore, the objective is to characterize the initial state of the axiological ethical component from Cuban History that contributes to the development of citizenship education in 5th grade students.

Development

The axiological ethical component from the History of Cuba for the development of citizenship education in 5th grade students

The political, social and economic processes that have occurred in recent years in the world make possible the need to carry out the Third Improvement of Education in Cuba to develop citizenship education and education in values. The teaching of History is undoubtedly, an indisputable bulwark in such purposes, if it is taken into consideration that it allows "understanding the past, acting in the present and projecting into the future" (Suárez, 2019, p. 31). But at the same time it needs to transform the thinking of citizens in the current context whose central axis are global problems, the contradictions between developed countries and the Scientific-Technical Revolution.

The contemporary world is becoming more and more multipolar, it is shaken and shaken by the antagonistic contradictions between the countries that are allies of Russia and China and, on the other hand, those that are allies of the United States. The scientific-technical revolution has allowed the abysmal development of the productive forces, but at the same time, the increase of wars and pandemics such as covid-19. For this reason, a new citizen is needed to bring about changes for a more just world.

Capitalism has left its harmful effect on poor countries, although the Cuban people has been the bearer of the best ethical and axiological examples throughout its history, it is necessary to give importance to the axiological ethical component from the subject History of Cuba, because of the role it plays in strengthening values, the most universal feelings of Cuban nationality and the indestructible mark it leaves on students.

The Third Improvement of Education in Cuba provides the solutions to the purpose of achieving the formation of a cultured and responsible citizen, for this aspect, actions between students and teachers are required from Primary Education.

With this aspiration, the new discipline Education for Citizen Life is presented, which "allows the comprehensive education of children from identity values, for the formation in participation, coexistence and citizen behavior" (Chacón, et al, 2019, p. 8). Such reflection allows understanding the need to develop citizenship education, from the analysis of the axiological ethical component of Cuban History classes.

The History of Cuba contributes to the formation of the scientific conception of the world in the students, of their axiological education and of their citizenship formation that will turn them into worthy men in the context in which they have had to live. Its study in primary education makes possible the formation of citizens with high civility and decency, loyal to the socialist homeland and stimulates the interest in knowing history, hence the need to receive it in an objective way to live the historical fact with a true patriotic feeling.

In elementary school, students reach notions of Cuban History and can develop the axiological ethical component that allows them to perform their responsibilities as a "citizen patriot... reflexive critic" (Chacón, et al, 2019, p.163).

The general objective of the subject History of Cuba, is aimed at the formation of a historical, legal and humanistic culture, its program develops the political-ideological work for the formation of the communist personality in students and gives treatment to "historical facts and phenomena (...) in an attractive way, in which anecdotal aspects and the valuation of personalities are emphasized" (MINED, 2016, p 39).

However, it does not have implicitly the importance of the axiological ethical component for the integral formation of 5th grade students, which is a weakness to develop the object of the research. In it, it is necessary to inculcate in students the respect for, to their environment, it should be explained, from the causes of the setbacks and victories in the struggles for independence against Spanish colonialism, the role of harmony, unity and coexistence, as well as the meaning of ethical and civic values to achieve the triumph.

Hence, the need to search for new methods and objectives for the formation of virtuous, respectful and dignified citizens from Cuban History classes charged with a strong axiological ethical component.

Ethics from History classes and as a dimension of Citizenship Education, expresses "the duty of citizen behavior" (Sierra, 2021, p. 31), the feelings, emotions and axiological qualities, as well as the knowledge of the facts and processes of the patriotic history. That is, it allows children to reflect on "dignified human behavior, solidarity; educated in the sacred principle of respect and wanting to be decent people" (Chacón, 2019, p. 9).

Therefore, the axiological ethical component, in the case under investigation, allows the valuation and validity of the facts and processes of the History of Cuba taught in 5th grade; of the traditions of struggles of the Cuban people, together with their participation and social coexistence, which made possible the birth of the nation and nationality.

For this reason, it is necessary the "theoretical treatment of citizenship education" (Gómez, Valdivié and Veliz, 2021, p. 1), from the treatment of the axiological ethical component in Cuban History classes for its contribution to the formation of students as virtuous citizens, supportive, with active participation in all activities of their environment and defending the culture and traditions of struggle of the Cuban people.

For this, the preparation of teachers is needed, based on the axiological ethical component, which endorses their exemplarity in the exercise of the profession, referring to the duty to be, to the "transforming and creative revolutionary spirit in their educational work" (Chacón, et al., 2019, p. 14).

Teachers should instill in students the love for the homeland, the respect for patriotic symbols, from the knowledge of the normative documents. They can elaborate integrating activities with the subjects that contribute to the development of citizenship education. Therefore, the axiological ethical component from the History of Cuba in 5th grade for the development of citizenship education in students requires a hard preparation and improvement of the teacher, who has the duty to "contribute to the preservation of our historical memory and the most sacred values that we defend" (Sallés, et al, 2022, p. 2).

The preparation and improvement of the teacher in the treatment of the axiological ethical component from the Cuban History classes for the development of citizenship education in students, needs the study of the legal component which is the core of "the whole process of citizenship education for civic life and specifically in the treatment of the Constitution and the laws that as a legal basis educates, supports and protects the citizen" (Sierra, 2021, p. 48).

Therefore, if the student knows and is a bearer of the "customs, traditions, norms, values and axiological ideals as guiding and regulating elements of human behavior in interpersonal relationships" (Chacón, 2022, p. 3), he will recognize his Constitution, which although it is not an invariant of knowledge in History of Cuba in 5th grade, the teacher can carry out problems activities related to duties and rights and the Family Code.

Hence, the good direction of the teaching and learning of Cuban History in 5th grade benefits the civic and citizen development of students by developing values such as companionship, dignity, humanism, selflessness, industriousness, social justice, critical attitude towards wrongdoing, spirit of sacrifice, as well as ways of acting typical of the society in which they live characterized by cultural identity, civic responsibility and social participation.

Sample and Methodology

The study group is an exploratory technique and a professional community where each member interacts with others in the social construction of collaborative learning. In this work, the study group is a group of students and teachers with common objectives, who are linked to each other in a pedagogical activity for the treatment of the axiological ethical component, which contributes to the development of citizenship education from the selection of the unit of analysis to the obtaining of significant results.

We worked with a study group composed of 23 students from the Gervasio Hernandez elementary school in Pinar del Rio. A systemic conception is assumed, with emphasis on qualitative research and its combination with certain quantitative methods, for which the following methods are used: Historical-logical: for the analysis of the theoretical-methodological background of the axiological ethical component for the development of citizenship education from Cuban History classes in primary education, as well as its particularities in Pinar del Río.

Analysis and synthesis: for the analysis of the different criteria on the axiological ethical component from Cuban History classes, development of citizenship education and other conceptions related to the object of the research.

The dialectical hermeneutic: crossed the whole process of scientific research for the understanding, explanation and interpretation of the teachers' and students' ways of acting before, during and after the actions of their preparation in the treatment of the axiological ethical component from the History of Cuba for the development of citizenship education in 5th grade students.

The content analysis: allowed, from the study of the normative documents and the programs of the Third Improvement of Education for the elementary school model, to value the guiding basis, both theoretical and methodological of the processes, their objectives, the contents, their existing relations that enrich the axiological ethical component from the classes of Cuban History for the development of citizenship education in 5th grade students.

Participant observation: this was carried out mainly to determine the causes that affect students in terms of their mastery of the axiological ethical component in Cuban history classes. This allowed an immediate and direct reflection of the investigated reality.

The survey to the study group made it possible to obtain information about the current state of the strengthening of the axiological ethical component from the Cuban History classes for the development of citizenship education in 5th grade students based on an inventory of problems.

The group interview to collect evaluative data about the current situation of the strengthening of the axiological ethical component from the Cuban History classes for the development of citizenship education in 5th grade students, as well as to evaluate the results obtained.

The focal group to obtain information about the current state of the strengthening of the axiological ethical component from the Cuban History classes for the development of citizenship education in 5th grade students.

The methodological triangulation was used to analyze the current state of the strengthening of the axiological ethical component from the Cuban History classes for the development of citizenship education in 5th grade students, as well as for the partial empirical assessment of the system of activities, by establishing through a cross-check the qualitative analysis of the data collected from different research methods and techniques.

An approach to the mode followed for qualitative research

Qualitative research is interpretative, in which the researcher makes his or her own description and assessment of the data. It makes it possible to understand that the categories come from the units of analysis, may emerge from questions and reflections of the researcher or reflect the critical events of the participants' narratives. This qualitative analysis made it possible to codify the units of analysis, categories and patterns for their practical use in characterization and evaluation, through the development and application of instruments that allow value judgments to be made in this regard.

Consequently, each unit of analysis has a code for information processing, which is designated with a letter: (A), (B) and (C), codes A, B and C are given new codes from the categories that emanate from the units of analysis and are classified: (A1), (B1) or (C1), according to the number of categories, to each of which belong certain patterns that are coded (A1.1), (A1.2) or (A1.3), according to the number of patterns.

Regarding the coding of the variable: axiological ethical component from the History of Cuba for the development of citizenship education in 5th grade students, the following were selected as units of analysis and categories, represented in Table 1.

Table 1. Codification of the Variable

Analysis Unit		Categories		Patterns	
A	Ethical component	A. 1	The place and role of the ideas and ethical conceptions of the time.	A.1.1	Identify the main ideas of the patriots about Cuba.
		A. 2	To form the points of view to assume the situations of daily life.	A.2.1	Recognize the patriotic identity and the link between theory and practice.
		A. 3	Location in time and space of the historical facts and processes of Cuba.	A.3.1	Working with historical memory and local history.
				A.3.2	Analyzing the present
				A.3.3	Projection into the future
B	Axiological component	B.1	Values identified with socialist Cuba	B.1.1	Allows the development of moral qualities
		B.2	Human Dignity	B.2.1	Develops activities that show respect for the homeland.
				B.2.2	Respect for their classmates and themselves
				B.2.3	Respect for patriotic symbols
		B.3	Behavior in the family	B.3.1	Participates together with the family in community activities.
				B.3.2	Knowledge about the historical personalities of the locality and their role.
				B.3.3	Interview of combatants in the family
C	Educación Ciudadana	C.1	Need to develop social coexistence	C.1.1	Reflective and self-critical position for harmonious coexistence and conflict resolution.
		C.2	Citizen participation	C.2.1	Develops responsible behavior, identifying with patriotic identity towards diversity and gender approach.

		C.3	Care and conservation of the environment	C.3.1	Develops reflection about their place in the environment where they live, as well as their conscious participation in different activities.
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Source: Self- made 2022

Results of the initial characterization of the axiological ethical component from Cuban History classes for the development of citizenship education in 5th grade students

For the application of the instruments, the teaching experience of the authors was taken into account, in the normative documents of the Ministry of Education for primary education, in the characterization of the initial state of the strengthening of the axiological ethical component from the classes of Cuban History, for the development of citizenship education in 5th grade students, the programs of Cuban History before and after the improvement.

For the analysis of these documents, a guide was elaborated containing the main patterns of the variable: the strengthening of the axiological ethical component from Cuban History classes, for the development of citizenship education in students.

The study of the documents allowed determining the following regularities:

- There are some repetitions of Cuban History content.
- There is insufficient treatment of the axiological ethical component.
- Although it recognizes that the History of Cuba studies traditions and is a source of patriotic education, the treatment of patriotic ideas and the link between theory and practice is still insufficient.
- In the documents analyzed, the identification of the contents that constitute the basis for the development of citizenship education in students is insufficient.

Analysis of the results of observation to the study group

Participant observation was carried out in different activities of the teaching-learning process (PEA) of the 5th grade, prioritizing the subject of Cuban History.

A guide was used for the participant observation.

Main regularities observed

- The study group presents insufficiencies in identifying the main ideas of the patriots about Cuba in making judgments about the historical personalities of the locality, as well as in exposing valuations about social coexistence and citizen participation to obtain the

triumph, which hinders the development of citizenship education for the formation as a citizen.

- They do not always perform integrating tasks from the collaborative work with their peers for the care and conservation of their environment and to develop judgments, reasoning and modes of action.

Analysis of the results obtained in the discussion of the focus groups

The study group is composed of 23 students; it is subdivided into four focus groups or discussion groups. The discussion is carried out on the topic: the axiological ethical component from the History of Cuba to develop citizenship education, conducted by the researcher who proceeds as participant and moderator.

The discussion was developed during two hours in each focal group (4), taking into account the planned objectives and a guide of ideas in discussion developed in two scientific sessions carried out separately in each one of them. The results of the discussion were narrated, which allowed identifying the main tendencies that characterize the treatment to the axiological ethical component, from the Cuban History classes, for the development of citizenship education in 5th grade students.

Main regularities identified from the ideas in group discussion.

In a general sense, the characteristics of the axiological ethical component, from the History of Cuba, offered by the group lack creative ideas about the heroes of independence, generally the historical fact is analyzed from the reproductive point of view.

Main regularities identified in the group interview with the students

- They believe that the teachers dominate the subject and only carry out activities from the textbook and the activity notebook.
- They present difficulties in understanding the role of the ideas of the personalities in the historical fact, as well as in explaining the importance of social coexistence and the environment to obtain victory.
- Most of the students present insufficiencies in making judgments to assume situations of daily life, as well as in the importance of the participation of the Cuban family in supporting the revolutionary cause.

The current relevance of the topic lies in the presentation of the treatment of the axiological ethical component, from the History of Cuba for the development of citizenship education in 5th grade students.

Practical significance: a system of activities aimed at the development of the axiological ethical component, from Cuban History, for the development of citizenship education in 5th grade students is presented.

Conclusions

The axiological ethical component, from the subject History of Cuba for the development of citizenship education in 5th grade students is a necessity to respond to the changes that are taking place in Cuban society. The systematization of the theoretical references on the axiological ethical component, from the subject History of Cuba, for the development of citizenship education in students, demonstrated the importance and the relation of the treatment of the axiological ethical component, with the History of Cuba and the development of citizenship education. The characterization of the initial diagnosis of the axiological ethical component, from the subject History of Cuba for the development of citizenship education in 5th grade students, exposed the existing weaknesses in the normative documents, for which the preparation of teachers on the subject of the research is needed.

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