

***El pensamiento ambientalista de Martí y Fidel: una mirada desde
la escuela cubana***
***The environmentalist thought of Martí and Fidel: a view from the
Cuban school.***

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Resumen

Se aborda una problemática de la escuela cubana actual: el estudio del pensamiento ambientalista de José Martí y Fidel Castro. El propósito consiste en presentar una propuesta de tareas docentes a partir del tratamiento a sus ideas medioambientalistas. Ello favorece la solución de inconsistencias prácticas, que limitan este contenido, con implicaciones instructivas y formativas en los educandos. Se ofrece la relación de esencia establecida entre los objetivos ambientalistas y el contenido. Se proponen métodos y procedimientos medioambientalistas. La pertinencia y factibilidad de la propuesta se constatan a través de diferentes métodos científicos, que demuestran la posibilidad de su aplicación en la práctica pedagógica.

Palabras clave: Pensamiento ambientalista; Tareas docentes, Educación ambiental; Tareas docentes.

Summary

A problem of the current Cuban school is approached: the study of the environmentalist thought of José Martí and Fidel Castro. The purpose is to present a proposal of teaching tasks based on the treatment of their environmentalist ideas. This favors the solution of practical inconsistencies, which limit this content, with instructive and formative implications in the students. The relationship of essence established between the environmentalist objectives and the content is offered. Environmentalist methods and procedures are proposed. The pertinence and feasibility of the proposal are confirmed

through different scientific methods, which demonstrate the possibility of its application in pedagogical practice.

Keywords: Environmentalist thinking; Teaching tasks; Environmental education; Teaching tasks.

Introduction

In today's world, educational systems are working to raise the quality of education as an essential element for achieving human progress. Thus, in the face of the progressive deterioration of the diversity and functional capacity of ecosystems caused by the direct pressures of civilization on the environment, global impacts have been added that endanger the very existence of life.

That is why it is imperative to increase the environmental education of students in Cuban schools, taking into account the current and future impact of climate change on the Cuban archipelago. This issue in Cuba is seen in guiding documents prepared since 2016 by the Ministry of Science, Technology and Environment (CITMA), and submitted to the Secretariat of the Council of Ministers the preliminary drafts that update the related legal norms: a new Decree-Law on Coasts with its Regulations and a Decree-Law on Confronting Climate Change. Likewise, the rationale has been presented to amend Law No. 81 of 1997 on the Environment, and to address climate change, among other issues, in a consistent manner.

In this sense, the treatment of environmental education in the development achieved by students in the fulfillment of the objectives in each subject, grade and level acquires great significance. In the different educational levels of the Cuban school, this content has undergone changes in recent years; however, this issue has not been the most scientifically studied from its pedagogical treatment; hence, it still reveals the need to support the transformations that are systematically emerging from a solid theoretical-methodological support, in correspondence with contemporary approaches to pedagogy in the Cuban school.

The environmental education in the different teachings of the General Polytechnic and Labor Education, deserves a particular look due to the existence of a teaching-learning process organized by knowledge areas. This presupposes an integrating didactics that involves each and every one of the subjects in order to achieve the objectives set forth in the educational model. It is about an environmental education, which in close relation with the other components of the teaching-learning process, allows to achieve a holistic vision on the care and protection of the environment, which admits a timely and effective regulation from the problems that emerge in the area of knowledge, from the relations of cooperation and collaboration between the teachers who teach the different subjects. These ideas reveal the relevance of the subject.

From the studies carried out on pedagogical practice, the following limitations can be mentioned:

- Environmentalist teaching tasks are not always conceived from an integrative conception of learning in the subjects of the school curriculum.
- The methodological orientations available to the teacher are not sufficient for the interdisciplinary treatment of environmental education.
- The indicators for the treatment of environmental education that appear in the normative documents do not allow characterizing, as required, the levels of appropriation of the environmental content in the students.
- Environmentalist methods that provide information on the results in the apprehension of the contents are not always appreciated.
- Teachers have not been able to determine, from a coherent action, the interdisciplinary cognitive links for the treatment of the environmentalist thought of José Martí and Fidel Castro.

The search for alternatives and proposals to channel the solution to the referred problematic, led to the bibliographical consultation of researches with contributions to the theory of environmental education, among them: (González, 2017 and Ramírez, 2003). These authors have favored the recognition of the importance of environmental education; however, they have not dabbled in the need to seek the links between the subjects of the school curriculum for the treatment to environmental education from the environmentalist thought of José Martí and Fidel Castro, which requires an interdisciplinary approach. Consequently, a clear problem is revealed between the need for environmental education, an aspiration of the Cuban school formative model, and the fragmented character implemented by each of the subjects that make up the school curriculum.

Hence, the objective is to present a proposal of teaching tasks based on the treatment of the environmentalist ideas of José Martí and Fidel Castro.

Development

The last decades have shown a progressive deterioration of the environment, related to the global climate change that implies disastrous effects for humanity as a whole and puts life on Earth at risk, as it becomes imminent the protection of the environment that implies the satisfaction of the needs of the human species without compromising the existence of future generations.

The environment is the set of biotic and socioeconomic elements with which man interacts, while adapting to it and transforming it to satisfy his needs as well. It is a complex and dynamic system of ecological, socioeconomic and cultural interrelationships that evolves through the historical process of society, encompassing nature, society, historical-cultural heritage, that created by mankind, and as an

element of great importance, social relations and culture. This interpretation of its content explains that its study, foreign treatment, must be characterized by the integrality and the link with the development processes.

This subject, in Cuba, has been addressed from Law 81 of 1997, La Tarea Vida: State Plan for the confrontation of climate change of 2017 and the Constitution of the Republic (2019). The issue has been brought to debate in different areas, in which the need has been expressed to move from the word outlined in the VIII Congress of the Communist Party of Cuba (2022), as well as in the objectives approved at the National Conference, which have raised claims that concern education, as they point to the need for the confrontation of climate change.

Based on the concern shown by the Cuban State, the National Education System, through its strategic projection, has included goals and actions in the short, medium and long term, aimed at improving the teaching-learning process from the care and protection of the environment, at all educational levels. In this sense, the treatment of environmental education acquires great significance.

Thus, environmental education emerges as a tool for the achievement of environmental awareness in students, and is therefore considered as a contribution to the integral formation of the schoolchildren's personality, promoting from the first grades the internalization of knowledge and value orientations that are gradually reflected in their feelings, ways of thinking and behavior, in accordance with the system of values and ideals of the Revolution.

Based on the contributions of the aforementioned researchers, the authors characterize environmental education as a continuous process through which students acquire awareness, values, competencies, and the will to solve current and future environmental problems.

In this sense, environmentalist criteria are taken from José Martí and Fidel Castro. José Martí's environmentalist ideas transcended not only his time, but also his frontiers. He considered that education should be natural. For this reason he defended natural education: "In the countryside as in the city, it is urgent to replace the indirect and sterile knowledge of books with the direct and fertile knowledge of nature" (Martí, 1882, p. 232).

He trusted in the role of nature and the natural in the formation of man, he relied on his broad culture and his ease of expression, but above all in his acute capacity for observation and analysis that, together with the responsibility with which he assumed the teaching profession, allowed him to penetrate into the essence of the environmental phenomenon and from there to carry out a creative teaching work. Martí's method consisted of getting his students interested in nature, among other things.

For this reason he said: "Nature inspires, heals, consoles, strengthens and prepares man for virtue. And man is not complete, nor does he reveal himself, nor does he see the invisible, except in his intimate relationship with nature" (Martí, 1882, p. 25).

Likewise, Fidel Castro expresses universality of environmentalist ideas, as they are sources of necessary consultation for ethical, human and universal values, they are core components of the identity and preservation of life on earth. It provides theoretical information that demonstrates the need to assume methodological conceptions in order to transform the environmentalist teaching-learning process from teaching tasks with the treatment of opinions related to the care and protection of the environment, based on his environmentalist vision.

Fidel's legacy leads to the formation of values, of qualities of love and respect for nature and inculcates correct modes of action, as well as the solidity of knowledge with the purpose of using them as a mechanism to activate cognitive and cultural action on the environment in students. In Fidel's ideas we find the concern about the protection of the environment, the relationship between man and nature, and its care.

The following are environmentalist teaching tasks designed to contribute to solve the practical inconsistencies that limit the treatment of environmental education from the point of view of thought, from the relationship established between the environmentalist objectives, the content in which environmentalist theoretical nuclei are worked on, as well as environmentalist methods, with their respective procedures, indicators and levels of appropriation of the content to make environmentalist education concrete.

Teaching tasks have been treated in a simple and scattered way by different pedagogues of different teachings, they have studied their characteristics, peculiarities, their importance and value are highlighted. Many researchers have called them teaching tasks, cognitive tasks, didactic tasks, typical tasks, intellectual and learning tasks, among others.

Based on the contributions of (Castellanos, 2002; Hernández, 2017 and García, 2003), the authors characterize the environmental teaching task as the learning task that has a specific objective, content and procedure in a way that involves the learner in understanding, execution, decision making and interaction while receiving environmental education, provides them with knowledge of the environment and its problems, as well as attitudes and skills to diagnose and solve environmental problems.

It is an inseparable part of the pedagogical process and within the classes it forms a unit with this process. At the same time it gives the educator the possibility to evaluate the conscious assimilation of

environmental teaching, to know the individual and collective difficulties and also allows the systematization and generalization of knowledge, habits and skills. The environmental teaching task provides the teacher with information on the efficiency of the methods and procedures used. It cannot be isolated from the class because it is part of its structure and is closely related to the didactic functions and typology of the class.

The environmental teaching task constitutes an essential element in the educational process as it allows students to develop knowledge about the care and protection of the environment.

The environmental teaching tasks are made up of the following stages

1. Planning
 - Elaboration of the initial diagnosis on the environmental problems of the environment.
 - Determine the objectives, contents, methods, environmentalist procedures, as well as the teaching means, forms of organization, type of activity, approach of the activity, forms of evaluation to elaborate the environmentalist teaching tasks.
 - Select the content and look for the environmental ideas that will be the object of the design of the teaching tasks, prioritizing the environmental invariants.
 - To evaluate the results of the environmental diagnosis.
2. Elaboration
 - Determine the environmental ideas to be worked on.
 - To design activities of the environmental teaching tasks to be worked on.
 - To design the activities of the environmental teaching tasks taking into account the levels of appropriation of the content, the environmental learning needs of the learners.
 - Selection of the bibliography.
3. Execution
 - Create a favorable climate for the realization of the teaching tasks for the treatment of environmental ideas.
 - Determine the availability of time for the execution of the task.
 - Carrying out of the environmental teaching tasks.
4. Control and evaluation
 - General assessment of the results and qualitative or quantitative evaluation.
 - Results obtained in the application of the environmental teaching tasks.

The environmental teaching tasks are organized in the form of a system, they are closely related to each other. They have ascending order in their levels of complexity, they also include a wide range of

typologies according to the proposed environmental objectives, they are in correspondence to satisfy the interests, needs and aspirations of the learners.

Functions of the environmental teaching task

- To promote the active, independent and creative development of the learners.
- To allow the attention of the individual and collective in the group of learners.
- To contribute to the development of learning and formation of values, qualities, way of acting.
- Contribute to the formation of feelings of love and interest in reading texts related to the care and protection of the environment.

Environmental Teaching Task 1

Subject: Geography

Subject: Main global and Cuban environmental problems.

Objective: to identify the main global and Cuban environmental problems, based on their particularities, making them true protectors and preservers of the environment.

Method: independent work.

Procedures: search for information, dialogue, reflection, observation, conversation, note taking.

Teaching aids: slides with environmentalist ideas of Martí and Fidel, Geography textbook, ninth grade, audiovisual with environmentalist theme from Cinesoft.

Type of activity: teaching

Form of organization: group work

Approach to the activity: the teacher will present an observation guide for the visualization of an audiovisual extracted from Cinesoft.

Methodological orientation

It is proposed to work this task in a meeting of the ninth grade complementary activity. In the treatment of the content of this environmental teaching task, the previous concepts and definitions for the interdisciplinary relationship are taken into account. The content of Law 81 of 1997, related to the protection of the environment, is taken into account; it is suggested to guide the search and processing of information by the students to deepen their knowledge. It is proposed to the students the participation of the family in the realization of the task.

Observation guide

- Pay attention to the images presented.
- What do the images relate to?
- To which historical figure do the images relate?

- In what context are the words pronounced? Refer to the year and place in which they are pronounced.
- What theme is addressed in the audiovisual?

Activities

1. Relate the ideas conveyed by the audiovisual with the following activities:

1.1. Mark with a cross (X) the environmental problems that Fidel addresses as a consequence of the deterioration of the environment in the world:

____ Soil degradation

____ Deforestation

____ Depletion of the ozone layer

____ Hunger

____ Climate change

____ Loss of biodiversity

____ Forest fires

2. According to Fidel's statement at the United Nations Summit on Environment and Development, which of the environmental problems mentioned above is the one that most affects the planet at this time? Explain its causes and consequences.

2.2. Locate and name a country affected by this environmental problem.

2.3. Answer:

- Which of the above environmental problems is affecting the planet at this time? its causes and consequences.

2.2. Locate on the map of the world a country affected by the environmental problems identified by you in the previous exercise, name it.

2.3. Research and answer:

- Which of the environmental problems cited above is affecting your province and your community in particular at this time? Explain its causes and consequences.

- Propose and list a group of actions that contribute to the recovery of the environment in your environment.

- Locate on the map of Cuba by the environmental problems identified by you in the previous exercise, name it.

3. Construct a text where you relate the ideas expressed by Martí in the following quote with the audiovisual observed: "Nature inspires, heals, consoles, strengthens, and prepares man for virtue. And

man is not complete, nor reveals himself, nor sees the invisible, but in his intimate relationship with nature".

4. Suppose you represent your schoolmates in a conference on the care and protection of the environment, what teachings learned from Martí and Fidel would you include in your speech? Write your speech.

Environmental Teaching Task 2

Subject: Geography

Unit 2: Environment and health.

Topic: Environment, what is it? O

Objective: To define the concept of environment from the analysis of its particularities, managing to turn these into its protectors and preservers.

Method: independent work.

Procedures: search for information, dialogue, reflection, observation, conversation, note taking.

Teaching aids: photos, slides with environmentalist ideas of Martí and Fidel, Geography textbook, audiovisual with environmentalist theme from Cinesoft.

Type of activity: teaching

Form of organization: work in teams.

Methodological orientation

It is proposed to work this task in a meeting of the complementary activity of the ninth grade. In the treatment of the content of this teaching task, the concept of environment is systematized from the interdisciplinary approach and the treatment of the cognitive, communicative and sociocultural approach. The Life Task is worked from a pedagogical approach.

Approach to the activity: The students are invited to watch a fragment of the speech delivered by Fidel Castro at the central act for the XLII anniversary of the assaults to the Moncada and Carlos Manuel de Céspedes Barracks in

Carlos Manuel de Céspedes in the Calixto García Íñiguez square in the city of Holguín on July 26, 1996.

An observation guide is oriented:

- Pay attention to the images.
- Write briefly in your notebook the significance of July 26 in the history of the Cuban people.
- List in your notebook the essential ideas addressed in the fragment.

1. Activities

1. According to the knowledge you have and the ideas that Fidel addresses in his speech, answer whether the following statements are true or false. The environment is a whole:

- ☐ Abiotic
- ☐ Biotic and socioeconomic with which man interacts
- ☐ Nature

1.1. What relationship do you see between the true components?

1.2. Identify the main global environmental problems affecting humanity that are related to Fidel's speech. Mark with a cross (X):

- ☐ Soil degradation
- ☐ Deforestation
- ☐ Depletion of the ozone layer
- ☐ Population problems
- ☐ Population problems
- ☐ Climate change
- ☐ Loss of biodiversity
- ☐ Forest fires
- ☐ Pollution

1.3. Research and respond:

- Which of the environmental problems identified by you above are affecting your province and your community in particular at this time? Explain their causes and consequences.
- Propose and list a group of actions that contribute to the recovery of the environment in your surroundings.
- Locate on the map of Cuba by the environmental problems identified by you in the previous exercise, name it.

2. Observe the following slides.



Source: Taken from tele-class 134, ninth grade.

1.1. Construct a text where you relate the ideas expressed by Martí in the following quote with the audiovisual observed. "There are natures that need to have someone to hate."

Environmental Teaching Task 3

Subject: Spanish and Literature

Topic: "The environment has been compromised for a long time now. Will our species be able to overcome that barrier?" Fidel Castro.

Objective: to propose actions for the care and protection of the environment based on the reading and comprehension of texts related to the environmentalist thought of Martí and Fidel, strengthening the environmentalist conscience of the students.

Method: independent work.

Procedures: search for information, dialogue, reflection, observation, conversation, note taking.

Teaching aids: slides with environmentalist ideas of Martí and Fidel, audiovisual with environmentalist theme from Cinesoft.

Procedures: search for information, dialogue, reflection, observation, conversation, note taking.

Teaching aids: photo of José Martí, slides with environmentalist ideas of Martí and Fidel, audiovisual with environmentalist theme from Cinesoft.

Type of activity: teaching

It is proposed to work on this task in ninth grade. In the treatment of the content of this teaching task, the concept of environment is systematized from the interdisciplinary approach and the treatment of the cognitive, communicative and sociocultural approach. The Life Task is worked from a pedagogical approach.

Form of organization: work in teams.

Approach to the activity: The students are invited to observe the picture of Martí that is presented.

- Research where the photo was taken. What year was the photo taken?
- Refer to the historical context in which the photo was taken.
- Locate the country where the photo was taken.
- Research the current climatic characteristics of the country.
- Comment on the following Martí's phrase: "Nature, neglected in appearance, graces with the gifts that assure prestige to those who are capable of selling them, and do not beautify it with disinterest, the root of character" Make sure to relate your ideas with the words of Fidel Castro

that guide the teaching task.



Source: Extracted from tele-class 24, seventh grade.

José Martí said: "We are young, and if we do not do what nature expects of us, we will be traitors!"

- Relate the above Martí's idea with the following statement by Fidel: "(...) socialism can save humanity from the dreadful dangers that threaten it: depletion of limited natural resources, progressive pollution of the environment, uncontrolled population growth, desolating famines and catastrophic wars".

1.2. Write a message to environmentally predatory countries to take positive action in defense of life on the planet.

1.3. Propose a group of actions that can be developed in your community in favor of the protection of the environment and that give positive answers to Fidel's initial question.

2. Show an excerpt from the movie "The Secret World".

Explain to the students that this is a children's movie that tells the story of Mery Katerin, a teenager who confronts the envoys of evil who want to destroy the forest and all the living beings that inhabit it.

Country of origin: United States.

Director: Michel Knapp.

Objective of viewing the fragment: to recognize the use of verb forms.

Observation guide

Pay attention to the fragment:

- What is it about?
- Copy in your notebook the verb forms used by the character in his speech.

Text

"Someone once told me that if you stand still in the forest for a long time, you can see signs of the hidden struggle between the forces of life and decay, he also told me that the survival of the forest depends on the outcome of that battle and that the good guys need all the help in the world and that if

someone does not believe it, to look very carefully and if he still does not believe it, to look more" Mery Káterin.

We propose a collective corrective revision of the verb forms, with emphasis on the correct use of the graphemes: s, c, b, g, j.

- Taking into account the ideas conveyed in the previous text, draw a landscape composed of trees where you can see urgent actions to contribute to the care and protection of the forests in your area.
- Write a message of love for nature with a predominance of verb forms in the imperative mode.
- Relate the ideas conveyed by the previous text with the following Martí's idea: "To birds, wings; to fish, fins; to men who live from nature, the knowledge of nature: those are their wings".

3. Write an expository text where you refer to the lessons learned by you from the study and deepening of José Martí's and Fidel Castro's environmentalist thought.

The proposal of environmental teaching tasks allows concretizing in practice the treatment of José Martí and Fidel Castro's environmentalist ideas from a cognitive, communicative and sociocultural approach, and its socialization is recommended as part of the methodological work developed in the Cuban school.

Conclusions

The environmental teaching tasks offer actions related to the environmentalist thought of José Martí and Fidel Castro and methodological recommendations that facilitate their implementation in practice, which contribute to overcome the practical limitations required by teachers for the curricular treatment of environmental education. The methods applied benefited the preparation of teachers for the implementation of the research results and corroborated the potentialities of environmental teaching tasks in order to improve environmental education. The proposal offers possibilities of generalization to other areas of knowledge and admits its adaptation to other educational levels. The evidences obtained are illustrative of the potentialities of the proposal to transform environmental education, these constitute a useful tool in the adequate application of the precisions and aspirations that favor the III Improvement of the National Education System, with instructive and formative implications in the students in the Guantanamo territory.

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