

***Acercamiento a las tendencias del proceso de enseñanza
aprendizaje de la historia nacional-local******Approach to trends in the teaching-learning process of national-
local history*****Glenda Eloísa Guibert-Rodríguez**

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ORCID: <https://orcid.org/0000-0002-5155-1879>**Recibido:** 3 de abril de 2024**Aceptado:** 16 de octubre de 2024**Resumen**

En la práctica pedagógica aún persisten insuficiencias, que de alguna manera no posibilitan la calidad del proceso de enseñanza-aprendizaje de la historia nacional-local, problemática abordada desde las Ciencias Sociales y Pedagógicas. El presente artículo tiene como objetivo efectuar una sistematización sobre las tendencias que se han generado en torno a este proceso desde los fundamentos teórico-metodológicos, con el empleo de los métodos teóricos de investigación, una disciplina que urge del continuo perfeccionamiento, lo cual le posibilite redefinir su objeto de estudio, desde un sustento mucho más profundo y actualizado, que explicita los procesos educativos que han tenido lugar en las sociedades de diferentes áreas geográficas a través del tiempo. Una historia que hoy resulta fundamental para la formación de valores en el contexto de los estudios locales de la región histórica guantanamera.

Palabras clave: Sistematización; Conocimiento histórico; Análisis histórico; Tendencias histórico sociales; Historia nacional- local, Región histórica.

Summary

In pedagogical practice there are still insufficiencies, which in some way do not make possible the quality of the teaching-learning process of national-local history, a problem approached from the Social and Pedagogical Sciences. This article aims to systematize the trends that have been generated around this process from the theoretical-methodological foundations, with the use of theoretical research methods, a discipline that urges continuous improvement, which enables it to redefine its object of study, from a much deeper and updated support, which makes explicit the educational processes that

have taken place in the societies of different geographical areas over time. A history that today is fundamental for the formation of values in the context of local studies in the historical region of Guantanamo.

Keywords: Systematization; Historical knowledge; Historical analysis; Historical social trends; National-local history, Historical region.

Introduction

The teaching-learning process of national-local history is a recurrent topic of study among researchers and teachers from study and research projects. Its importance for the formation of new generations, its characteristics, potentialities, shortcomings and didactic-methodological trends has been addressed.

The teaching-learning process of national-local history is understood, in a simpler sense, as the interrelation of them, which facilitates the understanding and precision of the facts that, seen in a national sense, can be somewhat abstract and distant, however, if we see it from the local, it allows recreating the images lived.

In this regard, (Díaz, 2005, p.19), has pointed out:

The teaching of local history is integrated with national history. Thus, in the different topics of the Cuban History course, teachers incorporate the content corresponding to events in the province and municipality in accordance with the topics of the national history program, from elementary school through high school. The idea is that the teaching of local history should be present in every curriculum where Cuban history is taught.

Local history can be considered as the foundation of national history, being older than national history, being forged with the work of the first chroniclers who narrated the events that took place in the towns and that later were compiled, systematized and generalized, later becoming national history.

As part of national history, knowledge of local history is of transcendental importance for the defense of the best patriotic values treasured throughout history, to transmit values, patriotism, feelings, convictions and points of view in the rescue of the identity of the small homeland, as many have expressed. Local history has come to complement national history, whose studies are treated in a general way in history programs, from elementary school to university.

The problems related to local history have been widely dealt with by the social and pedagogical sciences, with theoretical and methodological approaches that show the various aspects of this process. It was found in texts on the methodology of history teaching (Acebo, 1991; Leal, 2002; Díaz, 2002), among others.

The above constitutes a basic requirement in the teaching of Cuban History, endorsed from the curricular point of view in the different study plans and the continuous educational improvements that have taken place. However, the way of directing the teaching-learning process of national-local history in the context under study does not always demand from students the necessary motivation to place them as active subjects of historical knowledge from the learning situations that bring them closer to this mode of action.

An epistemic inquiry is considered pertinent, given the limitations of theoretical and methodological references that are evident in the preparation of teachers and in the learning of students. That is why, in the pedagogical practice insufficiencies persist, which in some way do not make possible from the research perspective the quality in the teaching-learning process of national-local history, as evidenced in the following:

- The students' manifestations are not always an expression of intercultural relations with a sense of belonging for the local historical context, where the historical specificities of spatio-temporal singularity in the historical region of Guantanamo are expressed.

Therefore, it is identified as a scientific problem: insufficiencies in the teaching-learning process of national history, deficient handling of local history and the work with historical personalities.

On the other hand, the historical-logical analysis reveals that, in spite of the studies carried out, the organization of the study plans and programs of the subject, the theoretical and methodological criteria are still insufficient for teachers to proceed.

There is an increase of theoretical and practical proposals related to the treatment of this problem from the conception of the programs; however, there are still insufficiencies in their performance.

Nevertheless, the analysis of the educational potentialities of the content of the discipline makes it possible to comply with the curricular requirements.

The actuality of the research is based on the social need to favor the national-local historical knowledge with a cultural formative purpose, which is supported by the potentialities offered by the historical region of Guantánamo.

As part of the systematization process of the theoretical-conceptual and methodological foundations of the teaching-learning process of national-local history in Cuba and the world, it is essential to make an approach to the tendencies of the teaching-learning process of the discipline in the diverse geographical areas with the purpose of revealing these features. It is also intended to socialize those tendencies that structure a teaching-learning process of national-local history in its relation with the regional.

Development

If a brief overview of history in general is made from the epistemological point of view throughout time, there is a coincidence in highlighting two major stages. The first, the pre-scientific stage, which spans from classical antiquity to the eighteenth century, and the second, the scientific stage, which runs throughout the nineteenth, twentieth and twenty-first centuries.

According to (Alarcón, 2014):

(...) during the last three decades of the twentieth century there was present what some called a crisis of history, which, at the beginning of the twenty-first century, seems not yet overcome as part of a much more general ideological, political, epistemological and values crisis that affects the social and human sciences as a whole. (p. 3)

In such sensitive aspects that include educational processes and the construction of knowledge. Crisis of history, recognized by other works of theoretical and historiographic analysis but without considering it as a stagnation or regression of the discipline.

This criterion presupposes that the science is in constant analysis and search for new historiographic paradigms, being constructed, reworked and perfected in search of other ways in correspondence with the social environment and the time in which it develops.

The foundations of the historiographic currents that have evolved over time define the historical contents to be studied, the methodologies to be used, the sources to be consulted, the methods and means to be used, the way of transmitting historical knowledge, which make up the didactics determined. The previous currents of the pre-scientific stage reflected history in a chronological and memoristic way, framed in the sub-stages of Classical Antiquity, the middle Ages and the Modern Age. On the other hand, current trends include the History of Mentalities, Oral History, and History of the Present, the Humanist Eco, and Micro-history or Local History.

The takeoff of local and regional historiography in Latin America began in the seventies of the twentieth century. But for the contemporary period from 1942 to the present, the local and regional historiographies of Latin American countries lack, in a great majority in the scientific-social field, general monographic studies or synthesis for various reasons: characteristics or volumes of the sources, lack of analysis frameworks, among others.

Nevertheless, the regional and local history of Latin America is characterized by its maturity in spite of the fact that there are still many deficiencies in several countries in terms of topics, periods and spaces to be studied. They stand out in colonial studies, 19th century and 20th century due to the heterogeneity of national realities that, throughout history, can only be explained from the fragmentation of the whole to achieve a knowledge and analysis of the past of the history of national pasts in the light of complex

and diverse processes whose manifestation of the local and regional is related to the heterogeneity of the Latin American historical identity.

On the other hand, there is scientific controversy about what is local or regional history and its perspectives in Latin America. They define it as the study of the past of men in society, from the delimitation in time and space, the rhythms, continuities, interrelations of structures and events at that level. They emphasize the analysis of social relations established and expressed in the past with a specific temporality linked to the socio-historical identity manifested in a concrete micro-historical space.

It is determined by the sphere of social relations, without a specific geographical framework. Therefore, (Serrano, 2009), points out that

(...) it is possible to arrive at a delimitation and definition of the locality and region that is connected to the historical reality being addressed and that is necessarily composed of temporality, spatiality, social relations and identity, as main components of local and regional studies. (p. 71).

He also notes that local and regional studies continue to be fashionable in Latin America because Latin American countries offer diversity and heterogeneity in social relations, identities, spaces and temporalities.

Other criteria of geographers, anthropologists and historians have defined the region as something static and delimited, so that the analysis of social relations and identity are obtained from the results of research and not before, i.e. the definition of region depends on the expression and specificity of the historical reality being addressed and also includes economic, social, political, cultural or territorial interrelations within the object of study of the historian.

There is currently a trend towards the development of cultural history as a branch of local and regional studies, which, based on the expression of identity, makes it possible to reveal the features of the set of social relations in time and space.

The interdisciplinary trend of recent years has been very fruitful, projecting new conceptual and methodological openings to local and regional studies, being a productive way of analysis by situating research in the encounter and dialogue between levels: local, regional, national,

As part of Latin America, knowledge of Cuban history allows schoolchildren to appreciate that rebelliousness, revolutionary intransigence, patriotism and internationalism are characteristic of the Cuban people, which have deep roots strengthened over time. For this reason, they constitute aspects of utmost importance that must be enriched every day. The educational purpose of the subject History of Cuba is to contribute to the integral development of the student, to promote personal growth and to have an impact on his or her humanistic formation.

The study of the past from a selection of facts, processes and phenomena, with the protagonism of the actors of history, enters in connection with the present life and becomes a way for the student to think about his position, taking into account the society where he lives and the one that corresponds to him in the future.

By studying the historical object in development, going to its roots, assessing its behavior in the historical evolution, establishing spatio-temporal relationships (past-present-future), reflecting on the links and contradictions between events, phenomena and processes, as well as analyzing the actions of personalities and the masses in the concrete historical context in which they lived, makes it possible to understand the efforts and sacrifices, setbacks, triumphs and feats performed.

The History of Cuba is not intended to make a simple reference to the past, nor to the past of time, since historicity, from the dialectical materialist conception, presupposes the awareness that past, present and future are linked to each other and mutually condition each other.

Therefore, the purpose of Cuban history is to critically analyze what has already happened, since the past has shaped the present and the future is projected on it. It is not possible to understand the moment in which we live if we do not investigate the roots that have conditioned it. This reflection shows how essential it is to teach it.

In order to assume these challenges with a transforming attitude, it is necessary to have knowledge both of history and of the various disciplines studied at school. The forging of historical culture is a process that should be characterized by dialogue, the spirit of inquiry, debate, the exercise of criteria to argue, evaluate and, in this way, contribute to deepen patriotic and anti-imperialist convictions.

Historical knowledge is a weapon at the service of historical culture, of teaching to think and to defend ideas, essential processes for the preparation of new generations. Only this culture allows the understanding of today's complex scenarios and the great challenges that must be assumed. The cultural, social and political complexity revealed in the region demonstrates the interaction of history with politics, economics, culture and the environment. In this order, the growing concern about climate change and the exploitation of natural resources has generated a movement towards a more sustainable development by considering human welfare as a priority.

Local history for teaching purposes is an issue that has been dealt with by several Cuban specialists and authors. Since the 1990s, with the improvement of the national education system and the priority given to the teaching of Cuban History, from elementary school to university, the programs establish the study of Local History on a flexible and adequate basis of the selection of the knowledge system by teachers.

Acebo (1991), with the book: Notes for a methodology for the teaching of Local History in Cuba. (Notes for a methodology of teaching Local History in Cuba), initiates changes in didactics from a Cuban perspective. This author describes Local History as: "(...) the study made by students, under the teacher's guidance, of the facts, phenomena and singular and local processes of the distant or near past, and of the present, of a certain territory, in its relation with the national historical evolution" (p. 5).

Publications by (Leal, 1991-2002; Torres-Cuevas, 1992, 1996; Núñez, 1993, 2004; Reyes, 1999-2009; Palomo, 2009; Díaz, 2005), among others, propose viable solutions to the problem.

A factor that affected the pedagogical purposes of the study of local history was the lack of sources of historical knowledge, although some teachers carried out these activities spontaneously with the application of methodological experiences towards historical research in different levels of teaching.

In spite of the work of rescuing historical materials developed by the teachers, these facts reveal the need to carry out transformations in the programs of subjects and to create conditions to insert in the teaching of Cuban History the elements of Local History, according to the peculiarities of each region of the country. The historiographic development and the publications of the present time, which approach diverse spheres of Guantanamo's history, contribute to face the didactics of Local History from new conditions and perspectives.

Taking into account this background, Local History from the pedagogical point of view, we assume the theory of (Núñez, 2004, pp. 16-17), who affirmed:

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

When referring to the links of Local History with national history, it closely harmonizes the events occurred in the region of Guantánamo with the history of the Cuban nation, therefore the methodological proposal established by (Acebo, 1991) is assumed, to achieve an efficient relationship of local history with national history, who proposes different ways to achieve a correct linkage. These are:

1. The local as the national: the historical event occurs in a given locality, but has a national significance.
2. The local as a reflection of the national: the facts, phenomena and processes have a spatio-temporal location; they are expressed in an extended form in space and time. An event begins in a

specific locality but has national transcendence; it has repercussions, is reflected or has an impact on the country.

3. The local as a peculiarity of the national: not always a phenomenon, process or national fact is presented or resolved in the same way in all places. Sometimes these differences are so marked that they present a deviation from the norm, from the general. In spite of its peculiarities that distance it in some way from the national phenomenon, the local manifestation is related to the national phenomenon.

4. The local as insertion in the national: it is the way in which the locality is somehow inserted in the event or figure of national character, that is to say, the fundamental participation or not of local characters in the event, or the non-fundamental performance of the locality in that event.

From the scientific foundations, local history is governed by the methodological and instrumental principles provided by (Rodriguez, n.d., pp. 100-101):

1. The teaching of local history has an extraordinary pedagogical importance, due to the axiological, cultural, aesthetic, moral, civic, political, ideological and other potentialities it offers to the teacher. In addition, it constitutes a formidable means to stimulate and develop in the students the capacities and abilities, the necessary procedures for their correct insertion in the current Cuban society.

2. Although the dissemination and teaching of local history is a multifactorial process, the school, as the fundamental cultural center of the community, assumes this as its responsibility. It is therefore essential to guarantee the interrelation and integration of all the factors and projects of the community for this purpose, having as a starting point the link between the school and the community and vice versa.

3. The Teaching of Local History cannot be limited to a grade, level of schooling, nor to the category of an independent subject.

4. The teaching of local history should be studied in conjunction with national history. Local History is not an end in itself, but a pedagogical means to achieve that, with the knowledge of the most significant facts, processes and personalities of the locality, the National History is strengthened.

5. Local History should not be approached, generally as an independent class, nor should the local material appear inside the class without achieving its organic and coherent insertion with the national, for it is necessary to conceive the work of the material, within the methodological treatment with the definition of objectives, student and teacher activity and form of evaluation.

For the North American region, there are some trends in the study of local history related to the arrival of Europeans in the 15th and 16th centuries altering indigenous communities and later the development of the struggle for territorial rights and the preservation of indigenous cultures.

Throughout the 19th and 20th centuries, the evolution of the economy from an agricultural one to one based on services and technology and more recently globalization has brought with it the interconnection of economies and cultures, impacting local identities and cultural practices. The rapid population growth due to industrialization and internal and external migration led to the creation of urban identities, forming multicultural communities, for example, in cities such as New York, Chicago and Los Angeles, and the corresponding inequalities between social classes still to be deepened from their pedagogical treatment.

From the treatment of local history in the African continent we take the example of Angola. The characteristics of history teaching in Angola correspond to the historical context in which it has developed. During the Lusitanian domination it was at the service of the interests of the metropolis; once independence was achieved, it has been characterized by the defense of national identity and the formation of values for the new generation of Angolan women and men.

The knowledge of the Patriotic History favors the understanding of the past, present and future relations, and its local histories are part of the national History, which are content of the traditions and customs, which express the particularities of the Angolan national unity in the complex process of multiculturalism.

It is necessary to take into account that culture is a factor of origin and development of the Angolan nationality and nation, respect for multiculturalism, dialogue and peace in the solution of problems, in the defense of the achievement of unity, continuity and defense of socialist democracy among the different generations. In addition to finding unity of criteria on what history to teach, how and what contents to systematize, as part of the preparation of teachers who teach history.

In relation to the above and as a result of the studies carried out, (Isaac and López, 2020, p. 10) express the following criteria:

- The historical study conducted made it possible to arrive at the following historical trends of the teaching-learning process of History in General Secondary Education in Angola:
- From a learning of local and regional history that emphasizes more on some factual knowledge and associated skills, it moves to conceptualize them as part of the historical content, but in its methodology it continues to promote only the learning of some notions and representations that do not get to be integrated in the explanation of the essence of facts, phenomena and historical processes.

- From a treatment of local and regional history, which recognizes them as components of the historical content, but which in practice limits them basically to skills with the handling of testimonies and historical documents of the past, there is a shift to a conception that recognizes the necessary didactic integration of both, but with a lack of argumentation and little impact on pedagogical practice.
- There is a transition from a local and regional history associated more with political-military factual history, to a theory of Didactics of History that recognizes its place for the analysis of facts, phenomena and processes, where local and regional history are delimited as components of historical content, although without the necessary argumentation of the logical links between them to be able to discern and use them in sustainable development based on historical content in Secondary Education in Angola.

He refers (Duarte, 2022, p. 8) that:

(...) in Europe, in general, the model that, in a generalized way, has represented the didactics of history in secondary education is positivist, centered on a mainly political story, of facts and characters that become mythologized, a story transmitted by the teacher to the students.

Another feature that is added is the loss of educational influence and social value of history, focused on the cultural story of past events around a gallery of famous people. Nevertheless, there is a desire to improve the practice from the school reality.

The interdisciplinary trend of recent years has been very fruitful and I believe it will continue to project new conceptual and methodological points of view: tension between citizenship and national belonging, challenging unitary notions of identity and otherness, centrality and marginality, orthodox and heterodox thinking, and finally reconstructing personal narratives and collective imaginaries.

Conclusions

It is recognized that the trends of the teaching-learning process of national-local history may vary according to the region and the specific context, as well as its class character that determines its formative purpose, however, there are some general trends present in various parts of the world related to the greater interest in the knowledge of local history and the promotion of research by professionals in this area, emphasizing the importance of knowing the past to understand the present and predict the future. Emphasize that between local and national history there is a close relationship that could be called interdependence: the national is enriched from the local, while local history can only be understood in its relationship with the national context in harmony with the historical region. And the relevance of unifying criteria on what national-local history to teach, how and which contents to

systematize in the historical region of Guantánamo from new conceptual and methodological interdisciplinary approaches for the defense of national identity, apprehension of the best values and the formation of the general culture of the students in view of the need to understand the complex scenarios and great challenges that must be assumed at present.

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