



*Acciones metodológicas para perfeccionar el sistema de  
trabajo político e ideológico*  
*Methodological actions to improve the system of political  
and ideological work*

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## Resumen

Las carencias en la preparación política e ideológica de cuadros, docentes y estudiantes se reflejan en el dominio del conocimiento de temas históricos del acontecer nacional e internacional y su vinculación con el proceso docente educativo, por lo que se proponen acciones metodológicas para perfeccionar el sistema de trabajo político e ideológico desde la estructura municipal de dirección hasta las instituciones educativas. Se emplearon métodos teóricos (análisis histórico lógico, análisis y síntesis, inducción y deducción, análisis documental), y empíricos (entrevista y la observación), que posibilitaron el procesamiento, la obtención de los resultados y la corroboración de su validez y fiabilidad.

**Palabras clave:** Trabajo político-ideológico; Dirección del proceso docente educativo; Valores; Proceso de enseñanza - aprendizaje.

## Summary

The deficiencies in the political and ideological preparation of cadres, teachers and students are reflected in the knowledge of historical issues of national and international events and their link with the educational teaching process, so methodological actions are proposed to improve the system of political and ideological work from the municipal management structure to the educational institutions. Theoretical methods were used (historical-logical analysis, analysis and synthesis, induction and deduction, documentary analysis), and empirical methods (interview and observation), which made possible the processing, the obtaining of results and the corroboration of their validity and reliability.

**Keywords:** Political-ideological work; Direction of the teaching-educational process; Results; Teaching-learning process.

## **Introduction**

Cuban educational policy has been aimed at the formation of a human potential apt to defend the results and principles of the Revolution. This aspiration is concretized in the projection of an organized planning of actions of political and ideological character adjusted to the demands of the programs and study plans of the educational levels.

It is recognized that the ideological has its center in the political, as the sphere closest to the economy, but it is not reduced to it. The political is conceived in close relationship with the moral and the rest of the spheres of spirituality. Both the political and the ideological act in pedagogical practice as integrating axes of the educational teaching process.

The need to integrate these profiles in the methodological work from the Municipal Directorate of Education (DME), is facilitated when deepening the objectives to be achieved by each educational level, oriented to the practical need of its improvement from the programs and study plans to contribute more effectively to the preparation of managers and teachers in their management function, in which it is essential to enhance the political preparation and thus the treatment to the education in fundamental values of society.

The aforementioned bases the importance of strengthening the political and ideological work from the municipal structure with methodologists and from these with directors, which provides the latter with the fundamental tools to prepare teachers, students and workers in general, resulting in the forging of a solid social conscience as a reflection of the materialization of the basic ideas of the leaders, in relation to the educational work and the ideology of the Cuban Revolution.

Montoya (2008), states that it is impossible to achieve social development through education without having culture as the main center, since the latter, as a complex social phenomenon, constitutes the ideal and effective means for the preparation, formation and development of men. From different theoretical positions, different authors have referred to this topic, who carry out their analysis of ideo-political formation in scientific-methodological work; Aranda (2011), through ideo-political competencies; Becerra (2013), locates the role it plays in the formation of values, likewise García (2004) and Addine (2004), among others, coincide.

In the specific case of the DME, which has become an experimental center for the preparation of methodological teams and given the current socio-political demands, it emerges as an institution of direction of each of the processes that necessarily have to be fulfilled in educational institutions, hence the members of this structure, responsible for the methodological work, possess a solid ideo-political culture, which allows them to demonstrate how to materialize the political and ideological work from the subjects.

Although the advances in the direction of the political and ideological work are recognized, deficiencies persist that are observed in the results obtained in numerous investigations carried out on related subjects, where Fabelo (1986, 1994, 1994, 1995, 1996), Mendoza (1994), Blanco (1995, 2002), among others, stand out, which show the lack of integrality to direct the ideological political work, especially, those methodologists who assume the direction of this process.

The evaluations made on the subject allow affirming that there is a lack of depth in the evaluation of the results of the political and ideological work from the management and technical bodies of the DME, and the necessary coherence and integration is not always achieved in the activities designed from the methodological point of view, which limits the concreteness of the activity.

Consequently, there is a need to contribute to the improvement of the political and ideological work from the influence of the municipal structure; hence methodological actions are proposed to improve the political and ideological work from the municipal management structure to the educational institutions.

## **Development**

In the long process of the cultural development of mankind, education has played a decisive role, as a transmitter not only of knowledge, but also of cultural traditions, political ideas and values, hence we agree with Masías quoted by Montoya (2005), when he states that "(...) culture is today the only feasible basis (...) for the radical transformation of ideas on the education of man, for the transformation of the character of the current school..." (p. 231.)

The foundations of the theoretical-conceptual system are assumed from the normative-legal supports, the postulates of the Marxist-Leninist Philosophy and dialectical materialism, the conceptions of the sciences of Education, among them Sociology and Psychology; the conceptions of the Pedagogical sciences, the methodological and Political and Ideological work.

The systematization related to the development from the theoretical point of view of the political and ideological work, evidenced the relationship established between this and the methodological work, which facilitates the attention and fulfillment of policies, objectives and goals related to the subject.

For the realization of the political and ideological work from the DME, a certain number of actions are conceived where the agents and agencies of the community intervene, it is directed to the improvement of the preparation of the methodologists and directors, from a different conception to how this substantive process has been working, since it is conceived from the establishment of coordination and cooperation relations among all the participants, who at the same time assume a conscious commitment and a responsibility in their preparation. In addition, it foresees the use of their potentialities to favor the success of the task.

The DME, as the entity designated to scientifically direct the process of integral-communist formation of the current and future generations of the municipality, coordinates different actions with all the agencies and entities, political, mass and student organizations of the municipality, which have participation in the development of the educational process of the students and are called municipal community agencies.

Taking into account the theoretical systematization carried out on the contents of political and ideological work, in particular those raised in MINED Resolution 200 (2014), the analysis carried out on the extent to which the contents of the methodological work are favored thus as well as the consideration of the contents of the educational process, the relationship that should exist between these and those of the methodological work, a reconceptualization of the contents is proposed for the concretization of political and ideological work. Capital or lower case.

In order to organize the political and ideological work properly and to be able to direct it in the right way, the premises of the methodological work must be taken into account. Consequently, the contents concern:

- The integral characterization, with a preventive approach.
- The patriotic formation of the students, in correspondence with the results, traditions and history of Cuba and the municipality.
- The knowledge of the purpose, the general objectives of education and of each educational level; and of the characteristics of the model of each institution.

- The knowledge of pedagogical tools for the development of the integral educational work of the learners.
- The direction of the teaching-learning process of the learners.
- The mastery of the contents of the programs of the subjects, the interdisciplinary relationship, its link with the life and social practice of the community.
- The mastery and adequate use of the forms of organization of the teaching-learning process and the components of didactics.
  - The work of vocational training and professional orientation of the students.
  - The use of ICTs, and the use of audiovisual content.
- Educational inclusion and attention to diversity.

A document of permanent reference to ensure satisfactory results are the pillars of the ideological political work in the National Education System, which have been in the quality of the teaching discourse, and in the political and ideological intentionality of the same to the extent that it estimates the policy outlined and the use of the documents of the Communist Party of Cuba.

To this is added the introduction of essential aspects of the thought of the heroes of the Cuban history and main leaders of the Cuban Revolution, the study and methodological use of the Marxist-Leninist theory.

On the other hand, education in results, which has been worked on by dissimilar authors in Cuba such as Fabelo (2003), López (2006), Vitier (2006), and in the opinion of the authors of this article, the permanent stimulation of the link with the daily practice generated in teaching.

The preceding arguments constitute elements that reinforce the meaning of the system approach that should prevail in the political-ideological work carried out in educational institutions, which should not be left to spontaneity, but should be reinforced through didactic-methodological work, both collective and individual. The methodologist must be an example and his discourse must be directed to convert into a way of thinking and acting the policy of the Party and the Cuban State in the educational institutions.

The studies carried out, allow assuming as theoretical references, the legacy of Félix Varela y Morales, José de la Luz y Caballero and José Martí, cultivators of knowledge and put in function of the Homeland, innovators in the political, philosophical and pedagogical aspects. Hence, the political and ideological work must be developed from the study of History.

Political and ideological work is assumed as the "set of cognitive and affective actions aimed at the transformation of individual and collective consciousness, to achieve a lasting behavior in correspondence with the interests of the Party in each particular historical stage" (Ramos, 2002, p. 123).

Actions, according to the Dictionary of the RAE (2008), are considered as the faculty to act, diligence, efficiency, promptness in acting, set of tasks of a person or entity, in accordance.

The system of results is understood as the deep feeling for the identity, humanism and renovating and revolutionary spirit.

The method is reflected through the modes of action of the subjects involved in the teaching-learning process of the contents of the political and ideological work. Issues are recommended as a highly effective way to stimulate the cognitive activity of students and stimulate their creative thinking.

#### **Methodological recommendations for the use of methods in political and ideological work.**

- Privilege dialogue, reflection and debate in all spaces, without imposing criteria.
- To keep in mind the ideo-political diagnosis of the students (needs, interests and motives) in order to act.
- To be a model in the exercise of communication.
- Listen to and result all criteria without undervaluing any.
- Be led by the history methodologists.
- Involve the methodologists, directors and teachers.
- Work will be done in teams thus promoting communication among participants. The activities will enable and promote free expression, where respect for the criteria issued prevails, and the specialists in their interventions will clarify any erroneous criteria, without diminishing the motivation of the debate and without attacking what has been proposed by others.

- In the evaluation, attendance and participation will be taken into account, different techniques will be applied to know the impact; in each activity the (PNI), positive, negative, and interesting will be used to redesign, if required, the planned activities.

### **Methodological actions to improve the system of political and ideological work**

In topic 1: Introduction to the activities, a reflective workshop will be carried out through the analysis of the speech delivered by José Martí, in commemoration of October 10, 1868, at Hardman Hall, New York, 1891.

Objective: to explain the importance of Cuban History and Martí's work, thus the need for its dissemination.

Methodological orientations: analysis of the article, locating in time and space the historical content, historical significance, historical epoch that reflects personalities mentioned. Update on the work. Concrete examples will be presented by the members of the methodological team on the curricular output with specific content activities.

There will also be a workshop for the exchange of experiences on Martí's thought and its relation with the content of the subject taught by each participating teacher.

A panel discussion with the theme: "Methodological treatment of Martí's thought in my subject" The methodologist of Citizen Preparation for Defense will act as moderator and the panelists will be the selected teachers.

Theme 2: The Constitution of the Republic of Cuba; its incidence in the subjects of the area of Sciences. It will be directed by the advisor of political and ideological work and of institutional communication and management.

Objective: to develop attitudes in relation to the students' sensitivity aimed at guaranteeing knowledge and strict compliance with the Constitution of the Republic, thus as well as other legal provisions.

Methodological orientations: the teacher, by means of a set of orientations to the student will ask him/her to identify the legal norms and thus has to propose measures for it. The articles selected for the exchange will be analyzed.



Topic 3: Blocking, new technologies, teaching media and assimilation of contents. It will be led by the Informatics methodologist and the panel will be composed of members of the educational technology methodological team.

Objective: to explain the manifestations of imperialism's policy towards the Cuban Revolution.

Methodological guidelines: students should look for elements related to the defense of the homeland and the aggressiveness of imperialism towards the Cuban Revolution in the press.

Topic 4: The economic crisis and its influence on the development of contents in Physical Education classes. Chaired by the Physical Education methodologist and INDER specialists.

Objective: to develop starting points and critical analysis on the effects of the world economic crisis on Physical Education classes.

Methodological guidelines: participants are instructed to research in the press or other media the problems caused by the world economic crisis and its influence in Cuba.

Then, they are asked to exemplify the situation in our country, the most affected sectors, with concrete elements.

To close, a debate will be held on how this situation leads to the need to look for alternatives in Physical Education classes in order to have the teaching means required for the development of the process.

Topic 5: The discussion of news and its link with the contents of the subjects. Teachers' work in their professional performance during classes.

Objective: to demonstrate how to deal with the main news of national and international events in correspondence with the contents of the subjects.

Methodological guidelines: each member of the methodological team, with previous planning, will present the project of the curricular output of the most relevant news in the subjects they teach, providing innovative ways for their attention, with the appropriate use of educational technology.

The content derived from the visualization of informative round tables and television news programs will be presented, thus reflecting on the topics addressed. Each methodologist will expose the selected content and will demonstrate how to treat it in the 10 minutes or in the turn of reflection and debate, linking,



from the subject that attends the curricular output. The participants will exchange to enrich the ideas put forward.

With the implementation of these actions, it was possible to improve the political and ideological work, allowing the municipal methodological team to demonstrate greater professionalism in the development of the forms of methodological work, with the curricular output through concrete learning activities.

The municipal methodologists achieved greater motivation in the preparation and development of meetings with teachers: class events, scientific workshops of political-ideological preparation. Organizing debate and reflection on certain topics, speeches and reflections by Fidel Castro, interventions by the main leaders of the Revolution, taking advantage of the audiovisual media.

The actions for the improvement of the political-ideological work are affordable and allow the preparation from the subjects of the methodological team and from these to the directors and teachers in the educational institutions; it contributes to the fulfillment of the objectives set out in the documents that govern the educational and political-ideological work from the Municipal Directorate of Education, which guarantees education through instruction as the fundamental way to develop the educational work, formation of values and the empowerment of modes of action.

## **Conclusions**

The analysis of the historical background allowed corroborating that it is a necessity the constant improvement of the planning of the system of political and ideological preparation in the educational institutions that guarantees the communist formation of the students. The systematization of the theoretical referents allowed knowing the varied criteria of the political and ideological work and the ways proposed according to the experience and the circumstance. The existence of deficiencies in the planning of political and ideological preparation in the different scenarios reveals the existing deficiencies in cadres, teachers and students, a reality that requires constant work, adjusted to the new conditions. It becomes evident the need to search for initiatives that allow a greater understanding of the topics that are worked from the curricular and extracurricular in the substantive process: political and ideological preparation.

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