

MENDIVE

REVISTA DE EDUCACIÓN

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The bond of the local history to the regional and national history. Experiences in their teaching

El vínculo de la historia local a la historia regional y nacional. Experiencias en su enseñanza

O vínculo da história local com a história regional e nacional. Experiências em seu ensino

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ABSTRACT

The maximum management of the country and the historical leader of the Revolution Fidel Castro Ruz have taught to our town that the history cannot be forgotten. Multiple are the experiences since in the decade of 1980 the projects were begun of writing the local histories and investigations were developed that constitute a contribution to the regional

and national historiography, they have served so that the different education programs and higher education can develop the link with the most significant facts from the pre-Hispanic stage until the Revolution in the Power, the opening of the University Centers since 2002 like part of the universalization process has contributed to it, for that reason the work is directed to disclose the experiences obtained in one half a decade, in which the Municipal University Center has been a defender of the best values accumulated with the purpose of to rescue the local history and to put it in teachers' hands and students. The present article has as objective to elaborate a system of shops on the treatment of the local history in the Revolution in the Power. Methods of the theoretical and empiric level were used as: Historical and logical, the systemic-structural focus, the analysis of documents, the interview, interviews, observation. As a result a system of shops was elaborated for the treatment of the topics of the Revolution in the Power from the local history and its link with the national one that allows systematizing the knowledge of more than 300 years of foundation.

Keywords: Municipal University Center; experiences; local history; regional history; universalization.

RESUMEN

La máxima dirección del país y el líder histórico de la Revolución Fidel Castro Ruz han enseñado a nuestro pueblo que la historia no se puede olvidar. Múltiples son las experiencias desde que en la década de 1980 se comenzaran los proyectos de escribir las historias locales y se desarrollaran investigaciones que constituyen un aporte a la historiografía regional y nacional. Estos han servido para que los diferentes programas de educación y Educación Superior puedan desarrollar el vínculo con los hechos más significativos desde la etapa prehispánica hasta la Revolución en el Poder; la

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apertura de los Centros Universitarios desde el 2002, como parte del proceso de universalización, ha contribuido a ello, por eso este trabajo está dirigido a divulgar las experiencias obtenidas en un lustro, en la que el Centro Universitario Municipal de Consolación del Sur ha sido un defensor de los mejores valores acumulados con el fin de rescatar la historia local y ponerla en manos de maestros y estudiantes. El presente artículo tiene como objetivo elaborar un sistema de talleres sobre el tratamiento de la historia local en la Revolución en el Poder. Se utilizaron métodos del nivel teórico y empírico como: histórico-lógico, el enfoque sistémico-estructural, el análisis de documentos, la entrevista, encuesta, observación. Como resultado se elaboró un sistema de talleres para el tratamiento de los temas de la Revolución en el Poder desde la historia local y su vínculo con la nacional, que permite sistematizar el conocimiento de más de 300 años de fundación.

Palabras clave: Centro Universitario Municipal; experiencias; historia local; historia regional, universalización.

RESUMO

A mais alta direção do país e o líder histórico da Revolução Fidel Castro Ruz ensinou ao nosso povo que a história não pode ser esquecida. Múltiplas são as experiências desde que na década de 1980 se iniciaram os projetos de escrita de histórias locais e se desenvolveram investigações que constituem uma contribuição para a historiografia regional e nacional. Estes serviram para que os diferentes programas de educação e Ensino Superior pudessem desenvolver o vínculo com os acontecimentos mais significativos desde o período pré-hispânico até a Revolução no Poder; A abertura dos Centros Universitários desde 2002, como parte do processo de universalização, tem contribuído para isso, por isso este trabalho tem como objetivo divulgar as experiências obtidas em cinco anos, nos quais o Centro Universitário Municipal de

Consolación del Sur tem sido um defensor dos melhores valores acumulados de forma a resgatar a história local e colocá-la nas mãos de professores e alunos. O objetivo deste artigo é elaborar um sistema de oficinas sobre o tratamento da história local na Revolução no Poder. Foram utilizados métodos de nível teórico e empírico como: histórico-lógico, abordagem sistémico-estrutural, análise documental, entrevista, survey, observação. Como resultado, foi desenvolvido um sistema de oficinas para o tratamento das questões da Revolução no Poder a partir da história local e sua vinculação com a nacional, o que permite sistematizar o conhecimento de mais de 300 anos de fundação.

Palavras-chave: Centro Universitário Municipal; experiências; história local; história regional; universalização.

INTRODUCTION

Knowledge of the history of the town is of paramount importance for the defense of the best patriotic values treasured throughout history, to transmit values, patriotism, feelings, beliefs and views in the rescue of the identity of the small country, as many have expressed.

Since the 80s of the 20th century, a great work has been started in Cuba by the History Commissions at the municipal level that contributed a whole series of elements for the conformation of the synthesis of municipal histories, of which in the province of Pinar del Rio some have already been edited; It is worth mentioning the local history of the municipality of Los Palacios and the 2012 release of the History of Pinar del Río.

The formation of the synthesis of the municipal and provincial histories has been very important from the point of view of bringing to students and teachers

of all teachings everything accumulated and transmitting the events that occurred with a scientific basis supported by dialectical and historical materialism. This has allowed, in addition, that teachers and students can have elements enabling the link of local history to national and vice versa in different programs from primary to university.

In consonance (Venegas Delgado, Hernán, 2002), The National Project of Provincial and Municipal Histories, conceived between 1987 and 1989 and which began this last year in almost the entire country, in one way or another, is another of the watershed, in this transcendental case, of regional and local studies in Cuba.

Linking national history with local history is an important component, since as Hernández Figueroa, Midiala (2010) points out:

Through the knowledge of Local History it is possible to influence the patriotic education of the new generations, which constitutes the object of detailed attention for education, as the most comprehensive challenge facing the Cuban school today. For this, it is necessary that the men and women of the future know and apply in their way of acting the concepts of freedom, national independence and social justice that have been sediment in a long process of cultural construction in which national history plays an important role and it is present in the history of the localities.

Local history has come to complement national history. Facts that are treated generally in history programs, from primary to university, are enriched by facts, personalities, ephemeris that students can research as part of the independent studies or carrying out work of course or diploma, while enriching all the things investigated. Both students and teachers become familiar with everything that happened in their small homeland and learn to defend it; they love busts, monuments, plaques and discover the contribution of each locality to the country's history.

International and national treatment of local history

Related issues with the history of the town has been widely treated by the Social Sciences and pedagogical, theoretical and methodological approaches that show the various edges of this process and others, many of whom have played a prominent role point do the potentials presents in its introduction with the History of Cuba and offer recommendations for the teacher's work.

Many of the authors cited have addressed these elements in the early grades, making bonding grades 5^{to} and 6^{to} primary education; from the point of view of didactic and pedagogical offer recommendations to develop this link forming in students intellectual skills and habits that will permit to enrich their general culture in a world where information society prevails; and that the student, to researching the history of their community, their roots, traditions, customs, way of life, among others, understand to which also the town where she lives is part of that story, every day is enhanced more the ones that studies and loves it.

Point Morales, NG, Rodriguez, MC & Sánchez, JV (2019) that: "In elementary school proposals have been aimed at fifth and sixth grades. Most of

these authors have declared that the selection of local history content should be carried out during the teaching-learning process of the subject History of Cuba, so that schoolchildren do not understand the isolated local historical fact".

Great importance is attached to the role that the history of the town plays in the formation of values, convictions, feelings of love for the country and defense of identity, aspects that have been debated by the Ministry of Education and Higher Education in addition to the National Congresses of History.

A careful analysis of these studies reveals the need to pay priority attention to local history, based on the role that the educator plays in the training of the professional in the context of transformations that occur in Higher Education, its comprehensive preparation for transcend, their performance in a particular discipline and their improvement in pursuit of an integral culture; possibilities offered by the study of the local, so necessary than the teachers prepare every day to bring in a context where the events covered in the national history are seen more closely by the student.

Darnys Fernández Hernández (2021) emphasizes:

In this context, local history plays an important role, due to its contribution in the effort to survive the student's interest in the subject, because of the link it establishes between national events and those of their environment, as well as it exalts admiration for the local characters, the facts and processes of their community and their insertion in the national sphere. These aspects raise their self-esteem and

strengthen their pride in the traditions of heroism of the people.

The work that the Ministry of Education has been doing in the use of all the local histories culminating in the territories at the beginning of this 21st century as part of the projects governed by the Institute of History of Cuba and the provincial and municipal commissions of the Party is very outstanding. In them they worked from General Characteristics; the Pre-Hispanic stage, passing through the Colonial stage (1492-1898); Period of military occupation (1899-1902); Neo colony Stage I (1902-1952); Stage of the Neo colony II (1952 -1958) and Revolution in Power (1959-1989). A large group of teachers with degrees in History and Marxism, fighters of the Cuban Revolution, was occupied for several years in research of each of the steps described until, in the late 90, the end of the twentieth century; they were written the first versions in many territories of local history to be used at different levels of education.

Coincidence with Calvas, M., Espinoza, E. & Herrera, L. (2019): "In this sense, considerations are shared about the fact that history is a dialectical process that expresses the relationship between personal, family history, community, local, national and universal. It moves from a (personal history) to that is more emotionally close (the family), to other levels of us: the community, the locality, the nation and the universe" (12).

About the concept of local history

Referring to the concept (Acebo Meireles, W., 1991) defines local history as "The study made by the students under the direction of the teacher of the singular and local facts, phenomena and processes, in their relationship with the national historical evolution" (p.22).

This is a concept more appropriate to the studies carried out by students under the

tutoring of the teacher from the primary level, to delve into issues that allow the link with the national.

The teacher's guide is important in order for the students to relate to the primary sources, which in many cases are letters, diaries, testimonies, objects, so that they can develop investigations of important personalities from each of the territories, as well as facts, processes, phenomena that allow reaching conclusions and developing investigative skills, so necessary to enrich their cultural heritage, love their homeland, pay tribute to the heroes and martyrs who gave everything for the true liberation of the homeland, in addition to interact with combatants who gave their collaboration in sister lands and who fought for it.

As students and teachers study and investigate the different facts, phenomena, processes, personalities of the locality where they live, they learn to love and respect it, it motivates them more to visit museums, to take care of the plaques and monuments, to be interested in how were made, who built them. It helps to be close, in many cases, the true protagonists, as has happened with the participants of the our struggle, participants in the Literacy Campaign, Playa Giron, Wrestling Against Bandits, October Crisis, Hydro meteorological Events, Internationalist Missions, Open Tribune, Marches of the Combatant People and other events that have been enriched in the schools by their presence, which allows the student to be closer and to be able to appreciate in all its magnitude the historical moment, more motivating them to develop related research where they live.

In this regard, Calvas Ojeda, M. G (2019) said: "Local history implies the study of origin, communities, and families, political and administrative units ..."

An experience of local studies has been investigations that have developed about the patriot of each of the territories. The 11 municipalities in the province of Pinar de Rio already has their patriot, represented in many of the prominent role for women, as is the case with the Insigne Patriot of Pinar de Rio province, the Captain of Health of the Liberator Army Isabel Rubio Díaz (1837-1898); Consolacion del Sur: Captain Catalina Valdés (1837-1915); Viñales: Captain Grabiela de la Caridad Azcuy Labrador (Adela) (1861-1914); Pinar del Río: Antonio Sánchez Díaz (Commander Pinares) (Marcos) (1927-1967); La Palma: Liberato D. Azcuy Azcuy (1885-1932); Guane: Lieutenant Colonel of the Liberation Army Policarpo Fajardo Díaz (1867-1914); San Juan y Martínez: Rafael Morales and González (Moralitos) (1845-1872); Sandino: Colonel of the Liberation Army Manuel Lazo Valdés (1860-1919); Los Palacios: Colonel of the Liberation Army Rafael del Pino Díaz (1819-1896); Mantua: Colonel Antonio Pozo Barrios (1869-?); Minas de Matahambre: Ramón González Hernández (Mongo Coro) Captain of the Rebel Army (1931-1958); San Luis: Captain of the Rebel Army Pedro Antonio García Veloz (Burdoza) (1930-1994).

There are multiple activities that, as part of the deepening of the life and work of these personalities, the University Centers and the University have developed; Proof of this is that they have established Honor Professorships in the municipalities , such as Viñales, for the study of the life and work of Adela Azcuy Labrador, by part of students, teachers and people in general that territory or proposal made by the Municipal University Center of Consolacion dl Sur to the creation of the Honor Professorships Catalina Valdes Páez.

All of this is important so that students each day deepen, study, investigate, become interested, motivated and apply to certain situations of national history facts that transcend

and that are part of the legacy they have left from the past to understand the present and build the future stronger in love for the country, its symbols. In many municipalities hymns have been written and shields that identify them have been developed, used in various activities. Proof of this is the South Consolation anthem, which has been performed by the Municipal Concert Band. The same thing happens with the anthem of Pinar del Rio; thousands of Pinar del Rio citizens have performed after singing the anthem of Bayamo.

Calvas Ojeda, MG (2020) refers:

Although Local History helps man to study a certain chronological time, it also helps to understand the dynamics of political, economic and cultural phenomena through quantitative and qualitative studies.

For the cultivation of Local History, the study of the population is as significant as the description of the territorial structures. The computerized processing of statistical-demographic data that comes from multiple sources is revealed as an essential operation, since it automates repetitive tasks that require rigor and precision.

All the investigations on local history have collected in a general way aspects of great importance for the knowledge of the place where he lives, from human settlements, say archaeological sites such as the "San José Farm", in the territory, passing through settlements of North Americans, Chinese, Japanese, African slaves, Palenque, factories, major crops, historical personalities that transcended,

where there were slave uprisings, fighting, battles, maritime history, passing by the traditional festivals, the first teachers, musicians, the beginning of different economic and social activities, just to name a few.

They form part of the tradition that it is necessary for teachers, professors and students to investigate every day so that they can be used in a more effective way in the teaching - educational process, where each one must put their creativity and ingenuity to the test, from the didactic and pedagogical point of view.

About this, Echenique, Y, (2018) points out that "local history contributes to students developing intellectual skills such as: analyzing, evaluating, comparing, demonstrating, reaching conclusions and making generalizations that can contribute to their formation in any profession" (p. 3).

Through the different student-oriented jobs, they have raised their integral culture in all aspects. An important place in the study of the locality has been the work in the museums, turning them into the patrimonial place, where they come into direct contact with objects, photos, garments, animals and plants of the territory, to name just a few, narrowing the museum-school work, through teaching programs and the link with local histories.

The museum is an institution that treasures historical objects and documents that are worth rescuing, preserving and promoting. To do this, it investigates preserves and exhibits these documents and museum pieces.

An example of this is the Municipal Museum of Consolacion del Sur, which houses a group of objects that show the history of our town. That is why this cultural institution is one of our main sources of historical knowledge, which in many cases goes beyond our local limits, entering our national history.

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As a source of historical knowledge, the Municipal Museum of Consolacion del Sur has six rooms that display the best of the local heritage. In the Introductory Room you could be found a synthesis of the municipality. A map of the municipality orients the place where the main historical sites are located in the territory: this is the case of Pinalillo, where Antonio Maceo camped in Piloto, Camp of Captain Catalina Valdés in Arroyo de Agua; Aboriginal archaeological sites : Quinco 1 in El Guanchero, north, and San Jose in Puerta de Golpe. It also directs where the Salto of Pilotos hydroelectric plant is located, a site of industrial heritage, and the Patio de Pelegrín, where the Consolacion ethnology room is located. In this same room there are the symbols of Consolacion del Sur: the Anthem and the shield.

In the city hall, large portraits show the image of the people of consolation who have put the name of Consolacion very high, and in some cases of the province and Cuba. It is observed, in this space, three large photographs of buildings that are symbolic for: the consolation inhabitants The Parish Church, the Glorieta of the park, and now, the disappeared Central Hotel all set with the furniture that once formed part of the municipal mayor's office.

The Municipal Museum is, at once, a place where the Municipal University Center has developed several patriotic activities and has students and teachers closer to each of the events and personalities using every one of the rooms.

All this comes true and in the educational work of Cuba , who works for form in students solids feelings of love of country, where local history plays an important role, with the aim of putting the student closer to its past and Present.

Roll of the university in national local, history link

On the role that the University plays at the present time, Rojas, M.; Remedios, JM and Hernández, T. (2015, p. 30) points out that "The teacher must guarantee that each student is the object and subject at the same time of educational influences, with a personological and developer character, empowering them as subjects of their training and development, with a solid scientific and ideological preparation, in accordance with the demands and challenges of social development".

The integral formation of the student demands more and more that the use of local history within the study programs is a priority in order to be able to fully understand the historical process.

Regarding the place that corresponds to the University in the achievement of this purpose, Pérez Lobato; José Miguel *et al.*, (2020):

In this context, universities have an important role in the scientific communication of this subject and their cloisters become protagonists of such an important task to be able to incorporate, through extension activities , their students to this scenario so that they can acquire this valuable knowledge, bring them closer to the geographical or social environment where the sites or places are located and make them participate in such an important mission of preserving the heritage of humanity that has been inherited. The search for different ways to develop ideological political work in Cuban

universities and its implementation needs to specify urgent alternatives to the challenges launched by the enemy's struggle to divide society and impose its model of domination and return to the conditions of the Yankee neo colony.

The Municipal University Center of Consolacion del Sur within the Municipal Museum has a space called "The Hour of the University", which has allowed students and teachers to exchange about facts and personalities; It takes place every month and is directed by a part-time professor from the university, a municipal museum technician and researcher on these issues, employing various means for the patriotic and political-ideological training of students and professors.

It is not only to transmit knowledge, but to educate students in the love of the Homeland, local symbols, the defense of its plaques, monuments, busts, historical sites of transcendence, the care and conservation of the best values accumulated by the local culture, which at the same time is a defense of local identity, the formation of other values of the locality.

All this work is not only carried out by schools, the University has an important mission to train the personnel who will be able to transmit that deposited knowledge, whether in museums or other institutions that treasure local history, build skills and contribute to the formation of values, feelings, attitudes, views, so that the student appropriates them and can share with others, by conducting practical work and research which delve into the things learned and discover new edges that allow you to increase your overall comprehensive culture.

From this conception, in coincidence with Martí Chávez, Montero Padrón, B. &

Sánchez, K. (2018, p. 266) "the social function of education plays a fundamental role, by allowing the preparation of citizens through the socialization process. Ensure, through the assimilation and objectification of the individual, the transmission of the cultural heritage from generation to generation". Therefore, the objective of the work is to present a system of workshops as part of the experiences of universalization on the treatment of local history.

MATERIALS AND METHODS

The present work was carried out in the Municipal University Center of Consolacion del Sur in the Pinar del Río province with the aforementioned objective.

Different methods were used to collect data and obtain the results of this research, starting from a dialectical approach.

Theoretical Methods

- Historical and logical: It was used according to an analysis of the origin and evolution of local history to the present day, facilitating the understanding of the historical and social conditions in which it operates.
- Focus systemic and structural: It was used for analysis of the diagnosis of the current state of the national local history link, in students and treatment that is given from the University by teachers in the theoretical foundation of the research problem, in applied experiences, as well as in establishing the links and the relationship between the elements addressed.

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Empirical Methods

- Documentary study: with the purpose of making an analysis of the content of the research and of the study plans and programs of the subjects in all the careers, in order to verify the treatment of the same in the Municipal University Center of Consolation of the South .
- Interview applied to professors: used to receive information about the attachment of a local history, applied experiences from the development of the different activities.
- Observation of the class meeting: depending on determining the topics that are addressed and the routes that are proposed.

RESULTS

A total of 10 teachers who work History of Cuba and Marxism discipline is 10 representing 100 % with the following objective: to know about the need for local-national history link and the different careers are held at the University Center at the stage of the Revolution in the Power.

100 % of the teachers attach importance to the subject History of Cuba for the comprehensive preparation of students and the elevation of their culture in general.

The application confirmed an 80 % insufficient knowledge about the history of the town concerning the Revolution in the Power. Only two teachers are up to date, as they have been working on these issues for several years.

Regarding the use of bibliography related to these topics, the teachers do not have

it and this is reported by 80 % of the interviewees.

Only two professors have passed in postgraduate courses related to Local History and they apply it in their class - encounter; the other, which represents an 80 %, does not include the aspect of linking national local history.

On knowledge of important topics of the Revolution in power in Consolacion del Sur and its link with national, 80 % raised not received courses to prepare them in this respect only were some facts of the last stage named.

Regarding the link between national history and local history, 80 % of the teachers stated that they did not do so, expressing the need to improve themselves in various ways, like workshops, postgraduate studies, and encounters with history, among others.

In the observations made to the class - meeting, it was found that 80 % of the link between local and national history is not observed in the didactic unit The Revolution in Power; it is necessary to promote the work on these issues, which form in the student's skills, values, convictions and feelings towards the place where they live.

The above results confirm that:

- Still are insufficient knowledge of local history and its link with national history, primarily because of the ignorance of the facts of the locality in the teaching unit in the Revolution power.
- It does not guarantee, since the career, systematic work linking local history with the national one.
- It is necessary to develop workshops and other activities that include meeting with combatants, teachers, doctors and other personalities who have

contributed to the history of the town.

- In spite of the potential offered by local history to achieve identity values form, it has not been exploited to the maximum, we can see that there is still lack of local events in the period studied.
- It can be concluded that the analysis carried out makes it possible to determine that the activities carried out are still insufficient in terms of contributing to the motivation of the students for the study and knowledge of local history.

Taking into account the above, a system of workshops associated with the subject has been implemented.

Workshop system for the treatment of the themes of the Revolution in power since the local history and its link with the national

First Workshop. Economic, social and political transformations occurred in Consolación del Sur during the democratic - popular stage of the Cuban Revolution (1959-1961).

Objective: explain the economic, social and policies transformations occurred in Consolación del Sur during the democratic - popular stage of the Cuban Revolution (1959-1961).

Topics:

1.1 Disintegration of the repressive organs of tyranny and establishment of revolutionary power.

1.2 The application of revolutionary justice to those who committed abuses and crimes against the people during the Batista government in Consolación del Sur.

2.1 Foundation of the National Revolutionary Militias (MNR), Committees for the Defense of the

Revolution (CDR) and the Federation of Cuban Women (FMC).

3. Application of the social economic development strategy of the Cuban Revolution in Consolación del Sur.

3.1 The confiscation of embezzled assets as part of the economic policy of the Cuban Revolution in Consolación del Sur.

3.2 First measures of popular benefit to the Console peasantry: the formation of the Agrarian Bureau of the Rebel Army and the beginning of the Agrarian Reform.

3.3 Situation of the labor movement: X Congress of the CTC and the fight against mujalism, mujalists and other elements complicit in the regime.

Duration: 90 minutes

Methods: Work with texts, investigations of the town, interviews, discussion confrontation.

Media: text books, videos, developed research, interviews, among others.

Form of organization: Workshops.

Assessment: oral.

Second

Workshop. The socio- cultural transformations that occurred in Consolación del Sur in the first years of the revolutionary in power.

Objective: characterize the social and cultural transformations that occurred in Consolacion del Sur in the early years of the revolutionary in power.

Topics:

4.1 Education in Consolacion del Sur after January 1st, 1959; the Literacy Campaign in 1961.

4.2. Steps of the Revolutionary Government for the creation of a Public Health System throughout the territory after the revolutionary triumph.

4.3. Other changes in the socio-economic panorama of consolation in the context of the socio-economic policy of the Cuban Revolution.

Duration: 90 minutes

Methods: Work with texts, investigations of the town, interviews, discussion, confrontation.

Media: text books, videos, developed research, interviews, among others.

Form of organization: Workshop.

Oral evaluation.

Third Workshop. First stage of the Cuban Socialist Revolution and the particularities of its development in Consolación del Sur, April 1961 to December 1975.

Objective: characterize the first stage of the Socialist Revolution of Cuba and the peculiarities of its development in Consolación del Sur, April 1961 to December 1975.

5.1. The imperialist offensive by Playa Girón in April 1961. Activity of the people of Consolación.

5.2. Crisis of October 1962.

5.3. The rise of banditry and counterrevolutionary activities.

5.4. Establishment of the political system of the Revolution in Consolación del Sur.

5.5. The unity of the revolutionary forces. The integrated Revolutionary Organizations (ORI) 1959-1962.

5.6. L to political vanguard in building socialism, the United Party of the Socialist Revolution (PURSC 1962-1965).

5.7. The Communist Party of Cuba (PCC). Organization and operation (1965-1975).

5.8. The Constitution of the UJC. Fulfillment of its objectives and tasks.

Methods: Work with texts, investigations of the town, interviews, discussion confrontation.

Media: text book, videos, developed research, interviews, among others.

Form of organization: Workshop

Oral evaluation.

Duration: 90 minutes.

Fourth Workshop. Assess the application of the economic strategy in Consolación del Sur favorable to the development of the material technical base of socialism. It will take into account all the economic and social development of the territory in the period 1961-1975.

Objective: value the implementation of economic strategy in Consolación del Sur in the period 1961-1975.

Methods: Work with texts, investigations of the town, interviews, discussion confrontation.

Media: textbook, videos, developed research, interviews, among others.

Form of organization: Workshop.

Oral evaluation.

Duration: 90 minutes.

Fifth workshop. The application of the agreements of the First Congress of the Communist Party of Cuba.

Objective: value the implementation of the agreements of the Congress of the Communist Party of Cuba in the municipality of Consolacion del Sur (1975-1986).

Theme: process of institutionalization and implementation of the System Management and Planning Economics. The economic and social development. Solidarity with the Third World national liberation movement. The mistakes made and the need to start a Rectification Process for Errors and Negative Trends. The search again for a Cuban model of socialism, as an alternative to "real socialism." The Cuba-United States confrontation.

Methods: Work with texts, investigations of the town, interviews, discussion confrontation.

Media: text book, videos, developed research, interviews, among others.

Form of organization: workshop.

Oral evaluation.

Duration: 90 minutes.

Sixth workshop. The disappearance of socialism in Europe and its impact on Cuban society. The beginning of the Special Period.

Objective: value the impact on the territory of the beginning of the Special Period.

Theme: Measures to counter the crisis. The IV Congress of the PCC. The economic and political reforms undertaken and their results. The foreign policy of the Revolution aimed at counteracting the attempt to isolate Cuba from the Third World in the new national and international

conditions. The Cuba-United States confrontation in the period. Compliance with the agreements reached by 5th 6th and 7th Congress of the Party.

Methods: Work with texts, investigations of the town, interviews, discussion confrontation.

Media: text book, videos, developed research, interviews, among others.

Form of organization: Workshop.

Oral evaluation.

Duration: 90 minutes.

Resources could be used as: galleries image, Web pages, link file.

Tasks such as: Brainstorm.

Activities such as: chat, consultation, and surveys, videos.

Other routes used to support the development of the system of workshops are the visit to places associated with major events developed in the area during the period of the Revolution in power, example: The stay of Ernesto Che Guevara in the Hospital "November 27"; visits of Fidel Castro before and after the triumph, example: the house of Luis Fernandez Ruedas, where Fidel met with members of the 26-7 the cave where he was captured Band of Americans in the year 1959, among other examples.

Interviews with personalities: not only the ones that have participated in the locality in the major transformations of the revolution from 1^{ro} January 1959, but also with leaders of the Party, government and mass and social organizations.

Another way would be through independent studies and extra classes

work or a visit to the museum of the town.

DISCUSSION

Regarding the results obtained in the application of the workshop system for the treatment of the issues of the Revolution in Power, it can be shown that a greater knowledge of local history is observed, verifying a greater motivation of the students towards these issues, which they can apply it to daily life. It archives:

- Development and consolidation of values such as patriotism, solidarity, love of Homeland, the formation of values of responsibility, solidarity, among others, love for the heroes and martyrs, motivation for the care of the plaques and monuments.
- The formation of a strong culture, greater awareness of the reality of the locality in the economic, political, socially and culturally.
- Strengthen the political - ideological work and the fight against subversion in the face of the reality that our country is experiencing, spreading the work of the Revolution and its conquests.
- Motivate them by seeking information about other issues that could not be addressed in the workshops.

It has been possible to promote visits to the museum, historical places, meetings with combatants of the Cuban Revolution of different generations, knowledge meetings, visits to production and service centers, morning celebrations on events and personalities of local history, among others.

As for the instruments used to measure the impact of these workshops, the 100 % are satisfied with the contents and activities performed, element which must continue being worked in each career to its improvement.

The way in which the role of the past-present-future dialectical relationship is assumed for the study, knowledge and action on local history is significant. With the application of the system of workshops for the treatment of the issues of the Revolution in Power from Local History and its link with National History, it was found that:

The system of workshops for the treatment of the issues of the Revolution in Power is made up of different themes that contribute to the teacher's appropriation of more general knowledge of the place where he lives and can apply it in his classes.

The workshop system for the treatment of the themes of the Revolution in power helps the teachers to make a stronger link with the material studied in the program of History of Cuba and Basic History of Cuba, thus fulfilling the objective 64 the National Conference of the Party referred to: "Perfect the teaching and dissemination of the History of Cuba and the locality in the interest of strengthening national unity and promoting understanding of the origin and development of the nation, the consolidation of one's own thought and the patriotic, cultural, solidarity and internationalist tradition of our people.

The system of workshops for the treatment of the issues of the Revolution in Power, together with other themes used in the Municipal University Center, constitutes an important way for teachers to defend their own roots and identify with the place where they live.

Applied experience at the Municipal University Center in working with the history Local confirms the relevance of including the system of workshops for addressing issues of the Revolution in power , ratified opinion for 100 % of teachers, pointing which is necessary to overcome teachers by this way, to contribute to the knowledge of the heritage, history and economic and social events of the Consolacion del Sur municipality, which puts in a better position to these linking local events to national level .

100% confirm that the experience and the work carried out must continue to be perfected in the coming years.

The preparation to enhance the work, from the subject of History of Cuba, taking into account the issues in the period of the Revolution in power is of significant importance to better understand this period of the history of Cuba, very little studied and investigated in the actuality.

To new transformations in higher education, especially at the Municipal University Center , necessary to develop the system of workshops for addressing issues of the Revolution in power in teachers , in order to ensure that students appropriate this content and apply it to national history programs.

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Authors declare not to have any conflicts of interest.

Authors' Contribution:

Juan Carlos Hernández Martín: Conception of the idea, general advice on the topic addressed, literature search and review, translation of terms or information obtained, preparation of instruments, application of instruments, compilation of information resulting from the applied instruments, statistical analysis, preparation of tables, graphics and images, database preparation, writing of the original (first version), review and final version of the article, correction of the article, review of the applied bibliographic standard.

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