



Original article

The subject History of the contemporary world in pre-university

La asignatura Historia del Mundo Contemporáneo en el preuniversitario

A disciplina História do mundo contemporâneo no pré-universitário

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ABSTRACT

Cuban educational policy is focused on a process of transformations for its improvement, where curricular changes take place at different levels. The application of study programs faces the challenge of applying a new conception for the treatment of content from developmental didactics. The objective of this article is to socialize the improvement in the practice of teaching the subject History of the Contemporary World at the pre-university level. The result presented was based on the theoretical study and the systematization of lived experiences about how the teaching-learning process developing this subject was conceived and the possibilities of being perfected, based on the diagnosis. The educational context in which the study took place was the "Eduardo García Delgado" Urban Pre-University Institute, Trinidad municipality, Sancti Spíritus province. An essentially qualitative methodology was followed, where the theoretical methods of analysis-synthesis and inductive-deductive and the empirical methods of document review, systematization of experiences, survey and interview were used. The results obtained allowed us to reach the conclusion that, with the application of the developmental teaching strategies, based on the diagnosis that considered the potentialities and shortcomings, it was possible to meet the objectives of the aforementioned subject, so that the students understood contemporary historical processes, phenomena and events in a comprehensive manner, from an economic, social, political, philosophical and cultural vision, to critically assess them and assume a revolutionary position regarding their concrete manifestations.

Keywords: teaching of History; diagnosis; systematization of experiences.

RESUMEN

La política educacional cubana está centrada en un proceso de transformaciones para su perfeccionamiento, donde tienen lugar cambios curriculares en los diferentes niveles. La aplicación de los programas de estudio enfrenta el reto de aplicar una nueva concepción para el tratamiento de los contenidos desde una didáctica desarrolladora. El presente artículo tiene como objetivo socializar el perfeccionamiento en la práctica de la impartición de la asignatura Historia del Mundo Contemporáneo en el nivel preuniversitario. El resultado presentado se basó en el estudio teórico y la sistematización de experiencias vividas acerca de cómo se concibió el proceso de enseñanza-aprendizaje desarrollador de esta asignatura y las posibilidades de ser perfeccionado, a partir del diagnóstico. El contexto educativo en que tuvo lugar el estudio fue el Instituto Preuniversitario Urbano "Eduardo García Delgado", municipio Trinidad, de la provincia Sancti Spíritus. Se siguió una metodología esencialmente cualitativa, donde se emplearon los métodos teóricos análisis-síntesis e inductivo-deductivo y los empíricos revisión de documentos, sistematización de experiencias, encuesta y entrevista. Los resultados a los que se arribó permitieron llegar a la conclusión de que, con la aplicación de las estrategias didácticas desarrolladoras, basadas en el diagnóstico que consideró las potencialidades y carencias, fue posible cumplir los objetivos de la referida asignatura, para que los estudiantes comprendieran los procesos, fenómenos y hechos históricos contemporáneos de manera integral, desde una visión económica, social, política, filosófica y cultural, para valorarlos críticamente y asumir una posición revolucionaria frente a sus manifestaciones concretas.

Palabras claves: enseñanza de la Historia; diagnóstico; sistematización de experiencias.

RESUMO

A política educacional cubana está focada num processo de transformações para o seu aperfeiçoamento, onde ocorrem mudanças curriculares em diferentes níveis. A aplicação de programas de estudo enfrenta o desafio de aplicar uma nova concepção de tratamento de conteúdos a partir de uma didática desenvolvimentista. O objetivo deste artigo é socializar a melhoria na prática de ensino da disciplina História do Mundo Contemporâneo no nível pré-universitário. O resultado apresentado baseou-se no estudo teórico e na sistematização de experiências vividas sobre como foi concebido o processo de ensino-aprendizagem desenvolvendo esta disciplina e as possibilidades de ser aperfeiçoado, a partir do diagnóstico. O contexto educacional no qual o estudo foi realizado foi o Instituto Pré-Universitário Urbano "Eduardo García Delgado", município de Trinidad, província de Sancti Spíritus. Seguiu-se uma metodologia essencialmente qualitativa, onde foram utilizados os métodos teóricos de análise-síntese e indutivo-dedutivo e os métodos empíricos de revisão documental, sistematização de experiências, inquérito e entrevista. Os resultados obtidos permitiram-nos chegar à conclusão de que, com a aplicação das estratégias de ensino desenvolvimental, baseadas no diagnóstico que considerou as potencialidades e deficiências, foi possível cumprir os objetivos da referida disciplina, para que os alunos compreendessem a história histórica contemporânea. processos, fenómenos e acontecimentos de forma abrangente, a partir de uma visão económica, social, política, filosófica e cultural, para os avaliar criticamente e assumir uma posição revolucionária relativamente às suas manifestações concretas.

Palavras-chave: ensino de História; diagnóstico; sistematização de experiências.

INTRODUCTION

The developmental teaching-learning process constitutes a challenge for different Cuban educational levels today. One of the subjects at the pre-university level is the History of the Contemporary World, which allows the comprehensive formation of personality: education in moral values from the formation of an individual with a comprehensive general culture, capable of functioning in the current social context, to starting from achieving its transformation for the benefit of itself and society as a whole.

The acquisition of contemporary historical content is essential to face this challenge in the educational sphere, in a turbulent and globalized world, like the current one.

In the bibliographic search carried out, it is possible to see that different scholars have delved into the topic of teaching contemporary universal history, its importance in the comprehensive training of students and the essential characteristics of its developmental didactics, which denotes the importance that is granted. For this study, the works of: Sánchez (2011), Prats and Santacana (2014), Hernández, GP, Díaz, B. and Guevara, J. (2014), Pantoja (2017), Valdés (2018), Lama and González (2020), Dávila et al (2019), Santisteban (2019); Espinoza et al. (2020), Palacios and Barrero (2021), Loredo, D. and Lama, E. (2022), Reyes (2022), Bernal and Pérez (2023).

Sánchez (2011) refers to the value of teaching history, since he assumes that without its knowledge people would not be able to exercise, without manipulation, the set of rights and duties that articulated their citizenship. It also alludes to the fact that these contents serve as a basis for the formation of national identity and the predisposition to defend national interests.

And he adds that the current objective of this teaching is "to establish a new approach that, far from outdated chauvinism, teaches how to peacefully

solve problems through diversity" (...) national stories constitute the ideal vehicle to exercise in debate, contrast of opinions and agreed solutions" (p. 4 and 5).

Prats and Santacana (2014) summarize that history fulfills an essential formative function, as it promotes the exercise of analysis of problems of different societies at different times. On the other hand, it allows us to understand the complexity of any event, any current phenomenon and any past process, using the analysis of causes and consequences.

They also emphasize that the student must be given more participation so that he is able to go from memorizing content to the development of dialogues and discussions, in order to develop his own narratives related to interpretations of past situations, which serve as a basis for understand the present.

In this regard, they propose: "the knowledge that is taught in the curriculum and taught in practice is presented in another way, where the student can problematize the knowledge, construct it and learn it, using all kinds of sources and documents." (p.144)

Pantoja (2017) states that History responds, among many interests, to an explanation of the events of other times from the present, and, in turn, is the search of humans to understand them today from past events. A position called social history must be assumed.

It recognizes a rigor in historical science in methodological terms, but it cannot be dedicated exclusively to the description of facts, because like any field of human knowledge, it has a commitment to the plural society of the past and present.

According to his criteria, History should be granted "a search for interpretations, not for absolute truths." Pantoja (2017, p.60). That is, the teaching of school History requires facing the complexity of historical knowledge, using explanatory,

comprehensive and purposeful models for characterization.

One of the pillars of current History is the concern to reflect in its teaching a process of greater magnitude than the clear memorization of facts and phenomena carried out by some specific characters on exact dates. In response to this, according to this author: "different positions have emerged that think about other alternatives to approach History and its teaching, whether in relation to the transformations of educational systems or perspectives of historical science in social, political situations. and cultural" (p.61)

Considers that there is an axis in the relationship with elements of citizenship training, in order to promote interest in students to know History, through teaching that does not remain only in the past or a simple succession of events. It must be a complex and dynamic process where the different levels of social reality interrelate, explaining each other in a here, a before and an after.

In all cases, the appropriation by students of historical content is of great importance, due to the impact that these have on the comprehensive formation of their personality. Regarding the particular didactics of the subject, it refers to: the development of students' skills; motivation from extra-class activities; the use of different procedures, based on interdisciplinary work; the selection and use of Martí's work and various sources of knowledge.

On the other hand, the work related to the characteristics of developmental didactics, by Zilberstein and Olmedo (2014), is consulted and taken into account.

In the aforementioned works there are theoretical and methodological references that were assumed for the diagnostic study that is carried out and the developmental didactic strategies that are applied in the subject History of the Contemporary World, at the "Eduardo García Delgado" Urban

Pre-University Institute, in the Trinidad municipality.

The objective of the article is *to socialize the improvement in the practice of teaching the subject History of the Contemporary World at the pre-university level.*

MATERIALS AND METHODS

The materialist-dialectical approach was followed, the educational research methodology used is essentially qualitative in nature, where methods from the theoretical and empirical levels are articulated.

The theoretical level methods used were analysis-synthesis and inductive-deductive, and the empirical level: documentary review, systematization of lived experiences, survey and interview. The application of empirical methods allowed us to determine strengths and weaknesses in the teaching process of contemporary World History. In addition, the descriptive statistics method was used to process the data obtained from the application of diagnostic instruments.

These methods allowed the study of the theoretical positions that underlie the teaching-learning process developing the subject History of the Contemporary World at the pre-university level, as well as its behavior in practice.

From the collection, processing and analysis of the data obtained with the application of empirical methods, it was possible to characterize the didactic conception that was applied in the educational context of the "Eduardo García Delgado" Urban Pre-University Institute of the Trinidad municipality, in the province of Sancti Spiritus.

The population was made up of 264 tenth grade students from said center, who coincided with the sample; The teacher

who taught the subject History of the Contemporary World, in the 2021-2022 school year, constituted a study unit.

A bibliographic search was carried out on the problems of teaching Contemporary History, to analyze the main results obtained by different researchers present in the scientific literature consulted, as well as the main trends in their study, which was contrasted with the current demands of his teaching, starting from the third educational improvement in Cuba.

The regulatory documents of the Central Institute of Pedagogical Sciences, as well as the program, methodological guidelines and the textbook of the tenth grade Contemporary World History subject, were reviewed to verify how its development is regulated and recommended. For this purpose, a review guide was developed that took into account the concepts derived from the literature analyzed.

A systematization was carried out of the teaching experiences lived by the teacher who teaches the subject at said center, who, during 6 years, before the third improvement, had developed the contents of contemporary history in the pre-university. The criteria assumed for carrying out the systematization were those of Jara (2018), who conceives it as the reconstruction and analytical reflection of an experience to interpret and understand reality, in order to transform the lived experience, qualify its understanding, and specify it in the expression of the proposals.

For systematization, the teacher kept a record of the experiences during the delivery of the program, during the 2021-2022 academic year. It had three essential moments: an initial one, where the objectives and axis of systematization were determined. The second moment, from the beginning of the teaching of the contents, until after completing Part I of the program (1914-1945): Crises and imperialist wars, socialism. The reflection was carried out aimed at recovering the process experienced, the results obtained

and the determination of the regularities that were presented.

The third moment included the entire period of delivery of Part II-(1945-Present): from the bipolar world to the current "unipolar world", Third World, its fight against imperialist hegemony. The reflections derived were complemented with the results of the survey and the group interview with the students. With the results it was possible to make the diagnosis. From here, the best experiences are assumed and the developmental teaching-learning strategies are perfected, in correspondence with the diagnosis.

The survey was carried out with the objective of collecting the students' appreciation of the characteristics of the teaching-learning process of the aforementioned subject, the causes of their behavior and how to improve it. It was applied to 250 students from the selected sample, which represents 95%.

The group interview was carried out with 148 tenth grade students from said center (56%), its objective was to delve deeper into the criteria that were collected from the survey and the reflections derived from the systematization of experiences.

RESULTS

As a result of the application of theoretical methods, it was possible to analyze the scientific literature available before and after the third improvement, with respect to Contemporary History and its teaching in Cuba. From this study, the essential trends found were deduced, which are summarized in the following ideas:

- The importance of the study of contemporary universal history in the comprehensive formation of the personality of students,
- Attention to the development of students' skills during the teaching of these contents,

- Motivation during class and other forms of the educational process, also including extra-class activities,
- Interdisciplinary work, when considering interdisciplinary nodes with other subjects of the curriculum and with other sciences that study related humanistic content,
- The selection and use of various sources of knowledge, particularly Marti's work,
- Carrying out the school diagnosis and the characteristics of developmental didactics, in general.

These results were essential to determine the main theoretical and methodological supports for carrying out the diagnosis and the projection of proposals for developing teaching-learning strategies, for the improvement of the teaching of the subject History of the Contemporary World in the context studied.

The review of documents showed that the textbook is updated, in terms of content and relationship with the conception of the program, and that its didactic structure facilitates the developmental learning of students. The materials developed that serve as the basis for the third improvement, as well as the program and the methodological guidelines, offer pertinent recommendations to achieve the proposed objective regarding the need for:

- The student achieves effective learning, allowing him to advance towards new stages of intellectual development.
- Teachers take into account the foundations of historical-cultural theory, promote the Zone of Proximal Development, based on its potential and offering the required levels of help.
- Consider the need for group and personalized diagnosis.
- Achieve flexible, enjoyable and motivating teaching.
- Structure the process respecting the peculiarities of the history being

taught, in particular, the structure of historical knowledge.

- Use, in a sequential manner, the principles related to work at the pre-university level.

That is to say, through this method, it was found that both the materials prepared for the third improvement, as well as the program and the methodological guidelines of the subject History of the Contemporary World, express the conceptions and didactic recommendations that ensure a teaching process. developer learning.

The systematization. The teaching process "developer learning of the subject History of the Contemporary World" was determined as the axis of systematization. It was reflected on: the essential aspects related to the characteristics that a developer class must possess in this subject, the experiences lived in the teaching of the different topics, the characteristics of the teaching strategies that best contribute to the motivations of the students, as well as the potential, difficulties and barriers encountered.

The reconstructed regularities denoted potentialities, as well as difficulties and barriers. They are mentioned below.

Potentials:

- The superiority of this program with respect to the program in force before the third improvement.
- The positive influence of the debate about the main contradictions between the imperialist powers and the dependent and colonial countries, which influenced the motivation of the students.
- The depth achieved, from the search organized by teams, regarding the world built by the superpowers that emerged from the Second World War.
- The analysis with an axiological orientation in favor of socialism, when presentations are made about the failure of the socialist

experience in Europe and its contrast with the achievements achieved by Euro-Soviet, Chinese and Vietnamese socialism.

- The presentation of ideas, the dialogue that encouraged the exercise of one's own judgment, and independent work with the textbook were the methods that yielded the best results.
- The organization of debates in small exchange teams that preceded the group debate favored the fertilization of ideas that enriched the debates at the classroom and grade level.
- The development of critical reflections derived from the analysis of texts taken from the press. The criteria issued by the students regarding the articles: "The German invasion" were very interesting. *Pravda*, June 23, 1941; "The Battle of Stalingrad." *Krasnaya Zvezda*, February 3, 1943; "The role of women in war." *Izvestia*, March 8, 1944, among others.
- The responsibility of team members in searching for sources of information, especially sources taken from different recommended Internet sites.
- The fruitful exchanges organized with participants in internationalist missions in different countries in Europe, Asia, Africa and Latin America, to address the problems contained in the program.
- The analysis and debates of audiovisual materials (some were contributed by the students themselves), to analyze war conflicts, as well as environmental problems, shed clarity on the consequences of capitalist domination. Among the materials they preferred were the films "Pearl Harbor" and "Caravana", the book "Climate change and natural disasters" by María José Sanz.
- Carrying out extra-class activities, such as visits to historical places and holding painting, literature and other forms of artistic expression

contests, derived from the study of the program contents.

Difficulties

- The lack of skills of some students to search for and understand information, as well as to offer their own evaluation criteria.

Barriers

- The difficulties in obtaining the information necessary to teach some topics.
- The lack of availability of technical means to use in classes.

The survey provided essential information, which was contrasted with the results of the systematization and expanded with the interview. The most significant criteria indicated are set out below:

- The subject is important and necessary for your training
- They generally feel motivated to participate in classes and carry out independent study activities.
- They consider most of the classes of the subject interesting.
- The teacher has sufficient preparation to teach the content.
- The types of classes they prefer are: debates, seminars by presentations and exchanges with participants in different historical events, such as internationalist missions in different countries, essentially, those who participated in Angola and Venezuela.
- The topics studied that were most interesting were: World War II; Latin America's struggle against North American hegemonism; The fundamental trends of international relations in the bipolar world; The profound differences between the First World and the Third World, the geopolitical changes caused by the two World Wars, the influence of culture, art and the development of

info communications on the advancement of humanity.

- They prefer to use as sources of information: the book and internet searches for recommended sites and working with texts taken from the press.
- They felt great satisfaction when participating in the extra-class activities carried out. They highlighted the interest of the debate cinemas, the literary and artistic contests and the visits to museums and historical places carried out

The group interview with the students allowed us to delve deeper into the results derived from the survey and the systematization of the teacher's experiences. The students' evaluative criteria regarding the quality of the teaching-learning process of the subject in the course and the sincerity with which they expressed themselves in the exchange were very enriching. They referred to the reasons why the subject is important for their training and the reasons for the contents that were most attractive to them. They also offered ideas about how classes and other activities could be improved. Among the main ones, the need to continue using the different experiences that were most motivating stood out, such as:

- The exchange with participants in different historical events,
- The development of debates between previously prepared students on topics where divergent criteria are expressed,
- The holding of panels and round tables with the participation of specialists and protagonists,
- Searching for information on the Internet and creating presentations,
- The use of cinema debate and book debate of works that reflect transcendental contemporary historical events,
- The search and exemplification by them of press articles that reflect the facts discussed.

In general sense, the results of the methods applied offered a diagnostic vision of the behavior of the teaching-learning process of the subject History of the Contemporary World, during the 2021-2022 school year, at the "Eduardo García Delgado" Urban Pre-University Institute, of the Trinidad municipality. It was also possible to deduce from the analysis of these results, the features that should characterize the developmental didactic strategies, to promote their improvement and the need for their permanent reconstruction, in correspondence with the interests and motivations of the students, as well as with the real possibilities for the development of the subject in this center.

DISCUSSION

The relationships established between the results obtained allow the reconstruction of didactic strategies to perfect the teaching-learning process developing the subject History of the Contemporary World, taking into account the diagnosis made. These strategies must be characterized by:

1. The use of varied teaching-learning methods, which consider the in-person and virtual exchange with participants in different historical events, the holding of debates, panels, round tables, based on prior preparation and the presence of specialists on the subject, as guests.
2. The use of new technologies in favor of the developmental nature of teaching-learning. The systematic search for information on the Internet, and the use of audiovisual materials, literary and cinematographic works that artistically recreate the biography of personalities, as well as historical facts contained in the program.
3. The use of the national and foreign press as a source of information.
4. Planning and carrying out different extra-class activities: visits to museums

and historical places, contests, screenings of films and other audiovisual materials and literary readings, among others.

5. The evaluation of the contents in a practical way, and essentially oral, to promote the development of communication skills in debate and the presentation of evaluative and critical judgments.

6. The permanent reflective analysis of the result obtained, through the systematization of the teacher's experiences and other methods that allow collecting the students' criteria.

By contrasting the results obtained with the scientific literature available on the subject, it is possible to demonstrate that they present points of agreement regarding the directions studied: developmental didactics, taking as a starting point the realization of the pedagogical diagnosis; the importance of the contents of the subject for the training of students and the development of their skills; motivation during class and other forms of the educational process, with the use of productive methods and the performance of different extra-class activities; interdisciplinary work and the selection and use of various sources of knowledge, in particular, Marti's work.

The practical application of the History of the Contemporary World subject program is specified in the characteristics of the developmental didactic strategies outlined above, in correspondence with the diagnosis.

The coincidences with the literature that was consulted are illustrated below.

The definition given by Zilberstein and Olmedo (2014) is assumed:

"...developing teaching is that which, based on the diagnosis, creates the conditions for teaching intervention, considers the

interests, motivations, needs, particularities, potentialities of the students, uses active methods that encourage the use of learning strategies, organizes, guides, controls the types of activity through meaningful tasks that respond to different levels of complexity. (p. 45)

Likewise, it coincides with the proposal of these authors about directing teaching towards the development of learning strategies to contribute to solving the problem of the passive transmission of decontextualized knowledge, the designation of reproductive tasks that reduce motivation and satisfaction for learning, affect comprehensive training. These strategies should lead to reflection about: the way, reasons and time to achieve learning, as well as what students think and feel. (Zilberstein and Olmedo, 2014).

The considerations emanating from the diagnostic study carried out on the Universal History programs before the third improvement are taken into account to understand the corrections made (Lama and González, 2019), aspects that were taken into account in the didactic strategies that were applied.

It was of particular significance to assume what Reyes (2022, p.10) refers to:

"The teaching-learning process that develops Contemporary History provides students at different educational levels with the knowledge and tools to understand the complexity of society (...) by promoting better social relations. (...), it is noted the historical-logical trajectory of the subjects of history, through their individual or collective activity, the whole set of relationships that they

establish in the process of activity is appreciated, but the dynamics of the interaction of human beings with objects are also noted. of work, this explanation of economic relations marks the rest of the interactions that have occurred and those that are produced.

The ideas of Bernal and Pérez (2023) are also coincident, which are inserted in this same line of thought, when they raise the role of the teaching of history in the formation of identity, since it contributes to internalizing a collective identity through the symbols and codes, thereby reinforcing historical consciousness, taking into account the plurality of temporalities, as well as the condition of historicity of phenomena and their role in the production of meanings.

That is to say, in the face of the globalized world of cultural colonization, the teaching of history and the subject History of the Contemporary World regain a transcendent educational function by contributing to the formation and development of national identity in new generations, as an expression of sovereignty and independence.

Regarding motivation during class and other forms of the educational process of this subject, with the use of productive methods and the performance of different extra-class activities, there are similarities with Hernández et al. (2014), which offer a vision of the importance of student motivation for the study of history, by referring to an aspect that must be taken into account in the didactics that develops the subject, by stating:

"...it is a complex and subtle facet in that it encompasses personal interests, however, we have to put into action the best reasons for its study and strengthening the desire for historical knowledge and curiosity for it. The practical

and social nature and the connection to the life that is achieved through extra-class activities are an invaluable didactic resource for motivation for history in pre-university. (p. 59).

These authors themselves recommend that the process of acquiring historical knowledge motivates the search for information through scientific means, and that this motivation could focus on the use of historical curiosities as a resource to stimulate the search and discovery of said knowledge. (Hernández, Díaz and Guevara, 2014)

The didactic proposals made by Valdés (2018) are also useful regarding the use of cinema in history classes, since some of the cinematographic works proposed in his work, as well as the methodological recommendations he offers, are taken into account.

Regarding interdisciplinary work and the selection and use of various sources of knowledge, particularly Martí's work, Echevarría (2013), refers to what is related to the selection and use of sources of knowledge and although his work is framed in the context of the university training of future teachers of this area of knowledge, it was taken into account, both in the preparation of the teacher, for the development of their classes, and in the learning activity of the students. In this regard he expresses:

"The sources to be used must be diverse, both historical in nature and historical knowledge, that allow combining the evidentiary with the emotional, the link with reality in the area in question and that guarantee a scientific approach to the object of study... ". (P. 6).

This is an essential idea with which the authors agree, since using various sources allows us to appreciate the different approaches to the subject under study and constitutes a developmental exercise to be able to specify the coincidences in key aspects of the content system of the subject. It also encourages the confrontation of varied assessments from different authors, to understand their essences and be able to make one's own judgment on the matter, considering the ideology and context of each one.

Likewise, there is agreement when considering, as Loredó and Lama (2022) propose, that tradition and historical memory must be worked on, in a Martí sense, when developing the culture of reason and feelings, which, in this sense, the commitment to the past is to feel the imperative to maintain the continuity of high human aspirations and to know and respect the men who have fought to elevate dignity.

This trend of using Martí's work as a source of knowledge of the program's contents also coincides with Dávila, Robaina and López (2019). They exemplify different texts of the National Hero, which can be used for the development of the included content. Their proposals are interesting and contributed to the enrichment of teaching strategies.

These authors cited above argue the qualities of Universal History, starting from the third improvement, which are taken into account. They propose that the content of the program:

... harmoniously interrelates the singular with the general of society: man with the human conglomerate; the individual with the collective; personalities with common men; everyday life with significant acts that mark milestones; the particular facts with the integrality of the general situations of the social,

political, cultural, economic order; the micro scenarios with the macro ones; the past tense with the present and the future; changes with permanence, and short durations, medium durations with long ones; in short, the social movement. A story with a humanistic approach, which privileges the human being as the center of personal and social life in his role as protagonist and which in turn places him in a harmonious and responsible manner in his fair relationships in nature." (Dávila, Robaina and López, 2019, p.5)

Loredó, D. and Lama, E. (2022), for their part, offer a perspective on interdisciplinary didactic work by offering important reflections and procedures for educational transformation, and refer to the possibilities offered by historical analysis, intentionally, to contribute to comprehensive and multidisciplinary citizen education, so that students construct their ethical judgments, such as: the value of peace for global society; the violation of human rights and especially that of children.

These authors also emphasize the need to consider, from this interdisciplinary work, a gender approach, by valuing the role and empowerment of women, analyzing from a multiracial and national vision, what emanates from the historical fact and evidencing the ethical relationship of man in nature (Loredó. and Lama, 2022, p. 4 and 5).

In a general sense, the study presented constitutes a theoretical and methodological result available for consultation by teachers of the subject History of the Contemporary World, for its continuous improvement.

The empirical methods used offer a diagnosis of the teaching-learning process,

restricting themselves to a particular educational context could be understood as a limitation of the study, but the procedures followed are valid in terms of the purpose that the way of teaching the subject, take into account the interests and needs of students at the pre-university level and are nourished by the permanent reflection of the teacher involved.

Likewise, the authors of this article understand that it is necessary to continue delving into the methodology, as a scientific result, so that an integrative solution can be offered to the treatment of the different components of the teaching-learning process developing the subject History of the Contemporary World, a task in which they are currently immersed.

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Conflict of interests

The authors declare not to have any interest conflicts.

Authors' contribution

The authors participated in the search and compilation of information, writing and revising the article.

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