

# MENDIVE



## REVISTA DE EDUCACIÓN

Original article

### Didactic conception that contributes to the teaching of the theory of patronage networks

Concepción didáctica que contribuye a la enseñanza de la teoría de las redes clientelares

Concepção didática que contribui para o ensino da teoria das redes clientelistas

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**Received:** September 22, 2023

**Accepted:** February 14, 2024

#### ABSTRACT

The teaching-learning process of the History of Cuba (TLP) needs a constant renewal with the purpose of dynamizing it, for this the teaching of the theory of clientelistic networks is introduced from the contents of the History of Cuba in the Bachelor of Education career, specialty Marxism Leninism and History. The purpose of the article is to describe the didactic conception that contributes to the teaching of the theory of patronage networks from the contents of the History of Cuba in the Bachelor of Education career, specializing in Marxism Leninism and History; for these theoretical level methods were used, and empirical level, with a predominantly quantitative approach. All of this allowed us to conclude by pointing out that there is potential to insert the teaching of the theory of patronage networks from the contents of the History of Cuba in the teaching learning process in the Bachelor of Education career, specializing in Marxism Leninism and History; however, limitations are appreciated since there is little knowledge on the part of the professors about the teaching of the theory of clientelistic networks, for which it became necessary to prepare the group of professors to insert it. The research can be used in the various teaching modalities of Higher Education in Cuba, which strengthens the result achieved; it is part of the institutional project of the Department of History and Marxism Leninism: History, thought and educational innovation; it is also the result of a doctoral thesis, of the Doctorate in Educational Sciences of the UNISS.

**Keywords:** learning; didactic conception; teaching; Teaching-Learning Process; clientelist network theory.

#### RESUMEN

El Proceso de Enseñanza-Aprendizaje de la Historia de Cuba necesita de una constante renovación con el propósito de dinamizarlo; para ello se introduce la enseñanza de la teoría de redes clientelares desde los contenidos en la carrera Licenciatura en Educación, Marxismo-Leninismo e Historia. El artículo tiene como

propósito describir la concepción didáctica que contribuye a la enseñanza de la teoría de redes clientelares desde los contenidos de la Historia de Cuba en la carrera Licenciatura en Educación, Marxismo-Leninismo e Historia. Para ello se utilizaron métodos de nivel teórico y del nivel empírico, con un enfoque predominantemente cuantitativo. Todo ello permitió concluir que existen potencialidades para insertar la enseñanza de la teoría de redes clientelares desde los contenidos de la Historia de Cuba en el Proceso de Enseñanza-Aprendizaje en la carrera Licenciatura en Educación, Marxismo-Leninismo e Historia. Sin embargo, se aprecian limitaciones, pues hay poco conocimiento por parte de los profesores sobre la enseñanza de la teoría de redes clientelares, por lo que se hizo necesario preparar al colectivo de profesores para insertarla. La investigación puede ser utilizada en las diversas modalidades de enseñanza de la Educación Superior en Cuba, lo que fortalece el resultado alcanzado; la misma forma parte del proyecto institucional "Historia, pensamiento e innovación educativa" y es resultado de una tesis del Doctorado en Ciencias de la Educación de la UNISS.

**Palabras clave:** aprendizaje; concepción didáctica; enseñanza; Proceso de Enseñanza-Aprendizaje; teoría de redes clientelares.

## RESUMO

O processo de ensino-aprendizagem da História de Cuba necessita de constante renovação com o propósito de dinamizá-lo, para isso é introduzido o ensino da teoria das redes clientelistas a partir dos conteúdos do Bacharelado em Educação, especialidade Marxismo-Leninismo e História. O objetivo do artigo é descrever a concepção didática que contribui para o ensino da teoria das redes clientelistas a partir dos conteúdos de História de Cuba no curso de Bacharelado em Educação, especialidade Marxismo, Leninismo e História. Para tanto, foram utilizados métodos de nível teórico e empírico, com abordagem predominantemente quantitativa. Tudo isso permitiu concluir

que há potencial para inserir o ensino da teoria das redes clientelistas a partir dos conteúdos de História de Cuba no processo de ensino-aprendizagem no curso de Bacharelado em Educação, especialidade Marxismo, Leninismo e História; contudo, existem limitações porque há pouco conhecimento por parte dos professores sobre o ensino da teoria das redes clientelistas, por isso foi necessário preparar o grupo de professores para inseri-la. A pesquisa pode ser utilizada nas diversas modalidades de ensino do Ensino Superior em Cuba, o que fortalece o resultado alcançado; faz parte do projeto institucional: História, pensamento e inovação educacional; É também resultado de uma tese de Doutorado em Ciências da Educação da UNISS.

**Palavras-chave:** aprendizagem; concepção didática; ensino; processo ensino aprendizagem; teoria da rede clientelista.

## INTRODUCTION

The Teaching-Learning Process (PEA) of the History of Cuba has been prioritized at all levels of teaching, due to its role in the formation of students' values and based on the didactic relationship between its components, which allows understanding of historical processes and in this way understand reality and project solutions to problems. To this end, the need to introduce new theories of historical science in the PEA of the History of Cuba is exposed, in order to energize and update the historical-social analysis of the future of man.

Among these new theories, which have been developed from historical science, is that of clientelist networks, which from the PEA of the History of Cuba allows: to delve deeper into the studies of social mobility; favors the formation of judgments from the introduction of concepts, as well as the understanding of factual knowledge; makes it possible to reconstruct the

historical process and relate it to the history of the present time; perfects procedural and attitudinal skills to identify multicausality and develops critical thinking González (2015), Muñoz (2017), Allier (2018), Bédarida (2018), Fazio (2018), López (2019), Ovalle (2021), Soto (2022)].

The review of the literature referring to clientelist networks provides different aspects that typify them, but when analyzing European authors it was found that they focus their attention, fundamentally, on theoretical aspects. In this, it is worth highlighting the thesis of Sánchez (2014), which provides a methodology from historical science, but linked to the analyzes of the feudal period in Europe; Tahull (2017), for his part, shows clientelism as a social phenomenon linked to corruption, illegality and nepotism.

In Latin America the studies are dispersed and are directed at the analysis of case studies in the area; However, ideas are brought to light that revolve around the relationship between clientelism, corruption and power, where there is an intermediary who connects clients with the boss or ego of the network, in exchange for personal benefits and votes. The above aspects coincide with European studies.

Regarding these topics, we must highlight the research of Castro (2017), Pérez and Luján (2018), who agree on the idea that it is not a simple rational exchange of votes for help, but rather involves cultural practices and social contexts that They go beyond the political-electoral situations.

In the Cuban case, works on the theory of clientelistic networks have an unconscious analysis within the historical process. It was not until the beginning of the 21st century that studies on the subject began in the country. They cover, above all, the origins of clientelism from the ranks of the Liberation Army, the approaches of racism with which clientelism was handled, caciquismo, the black societies of instruction and recreation, fundamentally in the Fourth Corps of the Liberation Army

and its leader José Miguel Gómez, as well as the actions carried out to form clientele for markedly political purposes and promotions in the public life of the Island and the Liberation Army.

When assuming a criterion on clientelist networks, the contextualization to the Cuban case is taken into account, so the criterion of Zeuske (2002) is adopted, who links clientelist networks to the relationship established between clients or members of the network, through the favor-dependence relationship and uses the term as an instrumental concept that allows describing the specific form of training, recruitment and cohesion of the different armed groups that fought as mambises, without denying the political and ideological convictions that led Cubans to the jungle. .

However, in none of the cases reviewed has the application of the theory of clientelistic networks to the PEA of the History of Cuba been found. For this reason, the authors point out that to characterize the didactic conception that contributes to the teaching of the theory of clientelistic networks from the contents of the History of Cuba in the Bachelor of Education, Marxism-Leninism and History, the concept is elaborated, based on the review of an extensive bibliography and arrive at the criterion that a conception is a theoretical support that materializes, through systems, methodologies, strategies and other practical results formed from the interpretation of an educational process, under the influence of a context. determined sociohistorical; Furthermore, it is composed of a set of scientific ideas, categories and their relationships, which contributes new qualities to the process being studied and theoretically surpasses existing conceptions, allowing new theoretical and practical solutions to be found for the identified problem.

The purpose of the article is to describe the didactic conception that contributes to the teaching of the theory of clientelistic networks, from the contents of the History of Cuba in the Bachelor's degree in Education, Marxism-Leninism and History.

## MATERIALS AND METHODS

The research assumed the dialectical-materialist method as a general method, with a predominantly quantitative approach, and methods of different levels were used:

- **From the theoretical level**

The historical-logical allowed us to present the regularities that underlie the process of necessity of teaching the theory of clientelistic networks from the contents of the History of Cuba in the Bachelor's degree in Education, Marxism-Leninism and History; as well as corroborate the validity of the research in the new improvement of Cuban Higher Education, especially in the area of educator training.

The analytical-synthetic made it possible to establish the theoretical-methodological reference of the research, its foundation, the design of its solutions and the analysis of the results; On the other hand, the inductive-deductive method facilitated, based on the peculiarities of the PEA of the History of Cuba, the pertinent relationships to be made from the didactic conception designed, which made it possible to answer the questions conceived.

The systemic-structural approach was used in the study and the proposal of the didactic conception. The modeling allowed the representation of the research process, as well as the formation of the didactic conception.

- **From the empirical level**

The analysis of documents was used to verify the criteria that exist on the PEA of the History of Cuba in particular, to determine the variants and procedures to be used in order to solve the problem. The analysis of the product of the teachers' activity allowed the study of the discipline and subject files, lesson plans and class controls, to verify the treatment given to the teaching of the theory of clientelistic networks from the contents of the History of Cuba.

The pedagogical test was used to verify the knowledge that third and fourth year students of the Bachelor's Degree in Education, Marxism-Leninism and History have about the theory of clientelistic networks. The pedagogical observation of the face-to-face activities in the degree facilitated the diagnosis to verify the treatment given to the teaching of the theory of clientelistic networks from the contents of the History of Cuba.

The survey made it possible to determine the real state of the teaching of the theory of clientelistic networks from the contents of the History of Cuba, in the Bachelor's degree in Education, Marxism-Leninism and History. The experimental method in the modality of the pedagogical pre-experiment, with a pre-test and post-test design, allowed us to validate, in practice, the contribution of the didactic conception to the teaching of the theory of clientelistic networks from the contents of the History of Cuba, so that This transitions from the real state to the desired state.

The expert criteria was applied to theoretically validate the didactic conception using the Delphy method, in its variant of consultation in four rounds, which allowed the result to be perfected before its practical implementation. The methodological triangulation made it possible to achieve greater objectivity in the results, by comparing the data obtained with the application of the instruments, to determine coincidences and differences and identify the regularities that are presented in the teaching of the theory of clientelistic networks from the contents of History. from Cuba.

- **From the statistical level**

Descriptive statistics were used to process the data obtained in the different stages of the research and the calculations associated with expert judgment; The data were entered into the SPSS statistical package (version 15.0).

The population includes the subjects involved in the teaching process of the



theory of clientelistic networks from the contents of the History of Cuba in the Bachelor's degree in Education, Marxism-Leninism and History, in the 2017-2018 and 2018-2019 courses. The selection of the sample obeyed an intentional criterion that includes the teaching process and the subjects in the 2017-2018 and 2018-2019 academic years: five Cuban History teachers who have worked with the degree.

## RESULTS

In order to transform the teaching of the theory of clientelistic networks from the contents of the History of Cuba, it was necessary to establish indicators that would allow measuring, observing and quantifying the variable with which we work: level of teaching of the theory of clientelistic networks from the contents of the History of Cuba.

The indicators into which it was broken down were the following:

- Presence of the theory of clientelistic networks in the legal and regulatory documents that govern the teaching of the History of Cuba in the Bachelor's Degree in Education, Marxism-Leninism and History.
- Mastery of the theory of clientelistic networks by teachers.
- Mastery of the way in which the theory of clientelistic networks should be inserted into the historical content taught by teachers.
- Insertion of the theory of clientelistic networks in the components of the PEA of the History of Cuba.

Taking into account the studies carried out through the experimental method, in its variant of pedagogical pre-experiment : the study of legal documents (the programs of the History of Cuba II, III and IV subjects and the class plans) to verify the presence In order to teach the theory of clientelistic networks, surveys were

administered to the teachers and a pedagogical test to the students. This showed that there is a lack of knowledge of the theory of clientelistic networks, the teaching is not present in the documents that govern the PEA of the History of Cuba in the Bachelor's degree in Education, Marxism-Leninism and History and the teaching is not treated. of the theory of clientelistic networks in the components of the PEA of the History of Cuba.

From the analyzes carried out, the features that distinguish the didactic conception that contributes to the teaching of the theory of clientelistic networks from the contents of the History of Cuba were specified:

### 1. Guiding ideas:

- It needs to assume the theoretical underpinnings of the developmental approach to didactics and reveal them in its structural components.
- It guides historical content towards understanding the social processes of each era, taking into account their real relationships and multiple existing connections.
- It makes it possible to carry out studies on the history of the present time, exposing multi-causal analyzes and favoring the development of the sense of the historical moment and historical consciousness.
- Strengthens and integrates actions based on the problems and limitations detected in the psychopedagogical diagnosis.
- Establishes a relationship between the components of the PEA of the History of Cuba.
- The actions that are developed contribute to the teaching of the theory of clientelistic networks from the contents of the History of Cuba and, in this way, the PEA is energized.

### 2. Didactic requirements:

- Reformulation of the objectives of the discipline History of Cuba.

The objectives must aim to study the contents, taking into account the teaching of the theory of clientelistic networks in the PEA of the History of Cuba. It is important to carry out an adequate gradual derivation of them from the objectives of the professional model, the objectives of the year, the discipline program and the subjects.

In this aspect, it is suggested to include the following objectives:

- Explain the main theories for the analysis of clientelistic networks.
- Define the main concepts of the theory of clientelistic networks.
- Locate spatially and temporally the main clientelistic networks.
- Explain the formation and development of the bases of clientelistic networks during the period of Military Occupation of 1899-1902.
- Characterize the main clientelistic networks during the period 1899-1958.
- Argue the relationship between clientelist networks and social mobility.
- Argue the role of the classes that hold power in the formation of clientelistic networks and the interests that move within them.
- Demonstrate the relationship between clientelist networks-corruption-dependency.
- Demonstrate the relationship between the theory of clientelistic networks and the categories of historical time.
- Demonstrate the different manifestations of political clientelism during the Neocolonial Republic.
- Demonstrate the role of clientelistic networks in the historical development of the Neocolonial Republic.
- Assess the importance of clientelist networks in the political-social

framework of the time being studied.

- Assess the influence of clientelist networks on social mobility in the Neocolonial Republic.
- Select the contents and make evident, in their structuring, the teaching of the theory of clientelistic networks from them.

- Selection of the knowledge system of the History of Cuba, in which the teaching of the theory of clientelistic networks is inserted.

- The First North American Military Occupation 1899-1902, where the bases for the consolidation and development of clientelist networks will be analyzed. In this topic, the beginnings of José Miguel Gómez's clientele network will be analyzed as a typical example of formation, development and ruptures, as well as social mobility and class interests. It is necessary to refer them to the contents of the previous course, especially to his actions after the death of Serafín Sánchez during the war of 1895-1898, the work of this leader during the Spanish-American war and the events in El Jíbaro, which reaffirm as a leader in the region. Furthermore, the analysis of his work within Villareño liberalism and his action within the leadership of the Federal Republican Party of Las Villas and there the consolidation of his clientelistic network for political and electoral purposes is essential.
- The Neocolonial Republic from 1902 to 1921. This topic will address the development and consolidation of clientelist networks in that period, as well as the influence they have on the development of the Neocolonial Republic from all points of view.
- It is proposed to exemplify with two clientele networks: that of Tomás Estrada Palma, with a clientele network that comes from the Cuban mambisado, but that is consolidated abroad and in which

Yankee interests have an important weight for its development; and the network of José Miguel Gómez as a classic example of that coming from the Cuban mambisado, specifically from the Fourth Corps of the Liberating Army, with high local prestige. The latter manages to unseat metropolitan liberalism, given by the charisma of its leader in the territory where he lives, as well as the strength of his network, which goes beyond the territory of Sancti Spiritus, reaching the region of La Villas, the economic and political interests that they move within the network, as well as their development and ruptures. It is important to emphasize the external alliances that José Miguel Gómez establishes, especially with the English, in order to study their causes and the consequences of this for his government.

- The Neocolonial Republic of 1921-1935. The development and consolidation of clientelist networks will be addressed with the same perspective as the previous topic and exemplifying the clientelist network of Gerardo Machado, which also has its bases in the ranks of the Cuban mambisado and inherits the influence of republican liberalism, gaining strength in the Las Villas region.
- The Neocolonial Republic of 1935-1952. In this period the analysis will revolve around the new historical conjunctures: the coalition of political parties as a consolidated form of clientelistic networks. The example to analyze in the new conditions would be the Government of Fulgencio Batista from 1940-1944, with its political alliances, both internal and external.
- The Neocolonial Republic of 1952-1958. In this stage, the contents related to the alliances established by Batista, both internal and external, that consolidate him as "the necessary man" to "organize life in Cuba" will be addressed. The

role that their networks play, especially with the North American government and North American companies, in their government policies, and the consequences they have for the maintenance of the "status quo" on the Island.

- The use of methods that enhance the teaching of the theory of clientelistic networks from the contents of the History of Cuba is suggested. To achieve this, those that respond to the nature of the students' cognitive activity are proposed, especially problem methods.

- It is proposed to promote the use of teaching aids that strengthen the teaching of the theory of clientelistic networks from the contents of the History of Cuba. In this case, it is indicated to use personal diaries, war diaries, official documents, press of the time, specialized books, audiovisual media, among others.

- The use of skills that contribute to the development of theoretical teaching of clientelistic networks from the contents of the History of Cuba is indicated: characterize, explain, exemplify, argue, demonstrate and evaluate.

- Insert into the evaluation system of the contents of the History of Cuba those related to network theory. It is conceived as a system of integrative tasks that develop the independence and creativity of students and allows an objective evaluation of each one based on self-assessment, co-assessment and heteroevaluation; It will be frequent and will be carried out through oral and written questions, investigations, summaries and written and oral reports and practical work.

In this aspect, it is important to analyze, within the evaluation, the elements that allow interpreting the reality of the time being studied based on strong social mobility, from the interpretations of historical time and the history of the present time.

- Related to the bibliography, texts in English are suggested, in order to develop communication skills in students. Furthermore, it is proposed to use texts that allow students to contrast the analyzes carried out in classes and take sides, in correspondence with the essence of Cuban education and the type of society that they wish to build; This will allow us to achieve the most complete knowledge possible of the reality studied.

The independent work of students must be clearly oriented, promoting the use of primary sources of historical knowledge existing in libraries and archives, holding meetings with combatants and participants in historical events and other sources. Students should be encouraged to communicate orally, in writing or graphically the results of their investigations into these sources of knowledge.

- The Forms of Teaching Organization (FOD) that are suggested are conferences, practical classes and seminars. In each of them, the exposition of lines of focus of the content, commentary and orientation of sources, historiographic criticism and all other resources that the teacher considers necessary in the preparation of the student for the individual study of the sources of historical knowledge should be encouraged. . Practical classes can be valuable workshops to teach how to work and train students in working with bibliography and other texts; In addition, this type of class can be preparatory to the seminars.

### 3. Methodological procedures:

#### a) Planning

- Diagnose the potential and limitations of students and teachers in relation to the teaching-learning of the theory of clientelistic networks from the contents of the History of Cuba.

This is not an independent diagnosis from that systematically made by the teacher, but rather the teaching of the theory of

clientelistic networks from the contents of the History of Cuba becomes a dimension of the diagnosis, which is why they must be included in the indicator instruments. that allow this content to be valued.

The purpose of the aforementioned procedures is to prepare teachers who work with the discipline to resolve the deficiencies detected, both on a theoretical and practical level; Furthermore, the aim was to make them aware of the need to achieve the necessary transformation.

- Teaching-methodological meeting: it presents the main texts that must be used for these studies, and in which the following are defined: main concepts, their analysis by the auxiliary sciences of History, conditions that must exist for the formation of the clientel network, objectives of clientel networks, main components of the clientel network, characteristics of each of the members of the network, motives that drive the clientel network, treatment by Cuban historiography, methodology for carrying out studies of clientel networks . Furthermore, the possible contents of the History of Cuba in which the teaching of the theory of clientelistic networks could be inserted were analyzed.

- Two methodological workshops: one with the purpose of reformulating the objectives of the discipline History of Cuba and the subjects History of Cuba II, III and IV, in which the teaching of the theory of clientelistic networks is inserted, as well as determining the content system of the History of Cuba discipline that includes the teaching of the theory of clientelistic networks; the second, to suggest the methods and means of teaching, as well as the system of skills to be used for teaching the theory of clientelistic networks from the contents of the History of Cuba, in addition to analyzing the contents to be inserted in the system of assessment.

- Three discussion books, of texts that analyze clientele networks that favored the development of communication skills, critical thinking and enhance the active learning process:



- *X-ray of the Liberating Army* (1895-1898), by Francisco Pérez Guzmán, with the argument: within the ranks of the Cuban mambisado there were causes that gave rise to the formation of clientelist networks, which marked its existence and consolidation in later stages with markedly political purposes to rise in the public life of the Island and the Liberation Army.
  - *Cuba 1900-1928: the Republic divided against itself*, by Joel James Figarola, with the argument: political clientelism in Cuba has its formation in the ranks of the Cuban mambisado and is consolidated in the Neocolonial Republic.
  - *Spaces, silences and senses of freedom*, by a collective of authors headed by historian Michael Zeuske, using the argument: clientelist networks and political clientelism in Cuba take different forms of presentation, and include different sectors and social classes.
- Use of educational games, which allow the progress of skills by areas of development and academic dimension.
- Alphabet soup, which helps identify the members of a clientelistic network and characterize them. For this, the Word Search software was used. Maker, at <http://www.word-search-world.griddler.co.uk/Word-Search-Generator.aspx>.
- Practical Class, where a genealogical analysis of José Miguel Gómez is carried out, in which work with documents is inserted: certification of baptisms and marriages.
- Seminar on Tomás Estrada Palma, which includes analysis of photographs on May 20, 1902, based on an observation guide that includes: observing; identify protagonists, symbols, attitudes, themes, intention of the author or authors; find out and refer to the historical context, fundamental concepts, milestones, processes; incorporate comparisons with information from other sources and base comments on bibliography or information extracted from *websites* specialized in the subject.
- Seminar on José Miguel Gómez (1909-1913), in which the analysis of caricatures is introduced. These are illustrative instruments capable of recreating an idea without making greater use of words; They are easy to remember, they can excite and motivate the student towards the study of a particular topic, they promote discussion and spontaneous participation and stimulate the use of the imagination, making them think (Hernández and Lozano, 2017). The caricature should be seen as part of the historical memory of the people, as a key element for the reconstruction, approach and understanding of recent history (Hernández, 2018).
- When working with a caricature, the methodology for its analysis must be taken into account: identification of the author or authors (if possible), author's point of view: why?; meaning: for what reason? location in a historical context: when?; What audience is it aimed at? simple description of what is observed; content analysis (subject matter); analysis of visual language and relationship of what is represented with its historical scope; importance and meaning.
- In addition, a crossword puzzle is made in which the members identify their clientele network. Carrying out crossword puzzles increases the level of independent preparation of the students and the teacher has the possibility of analyzing the assimilation of the content taught; It makes learning lasting, contributing to vocabulary development.
- Two extra-class jobs are carried out:
- A first team will work on matters related to the clientelistic networks of Gerardo Machado Morales (1925-1933), in which a photographic analysis of his networks is carried out and a fragment of the Cuban film *Lucía is analyzed*.

The so-called historical cinema reflects the mentality of a society, an ideology or a political change. Due to its ability to stimulate the senses, it is an ideal means for the student to develop historical empathy; It also needs a guide for its analysis.

The second team will analyze the clientelist networks of Fulgencio Batista Zaldívar (1940-1944), under the new historical conditions of party coalitions and also includes the analysis of images or posters.

- An investigative work is carried out developed from the provincial archive of History "Serafín Sánchez", where the origins and formation of a clientelistic network in the town are investigated. Studies of the clientelist networks of mayors from Sancti Spiritus are suggested during the period of the Neocolonial Republic: Judas Martínez Moles (1908-1912), Manuel Martínez Moles (1915-1919) and Ruperto Pina Marín (1923-1933).

- Insert the own curriculum program "Client networks: their application to the teaching of the History of Cuba", in the second semester of the third year of the Bachelor's degree in Education, Marxism-Leninism and History. During that semester the students are receiving History of Cuba II, so it would be much easier for them to understand the formation and consolidation of the bases of the clientelistic networks of the leaders of the Cuban mambisado, who would later lead political life in the government of the Republic; Therefore, historical content that they are receiving is analyzed to carry out the analysis from the program itself and form the most complete vision possible of the actions of these men and the interests that they move.

The curriculum program itself has general objectives, which must be inserted into the programs of the discipline and the subjects from the historical contents, as well as the basic contents. In addition, the basic and complementary texts are collected; In them we work with the English language, because many are in that language, which

makes the development of communication possible.

## DISCUSSION

The results obtained from the application of the didactic conception were corroborated with the application of different instruments.

The analysis of documents (PPD, the program of the subject History of Cuba III and the lesson plans of the subject History of Cuba III) guaranteed that:

- The objectives of the subject program and class plans will be expressed in what is related to the teaching of the theory of clientelistic networks from the contents of the History of Cuba.
- Methodological and didactic indications will be developed for teaching the theory of clientelistic networks as content in the program of the History of Cuba discipline.
- The contents of the History of Cuba discipline will be determined, in which the teaching of the theory of clientelistic networks is introduced.
- Those texts that analyze the theory of clientelistic networks and their insertion in the contents of the History of Cuba will be inserted in the bibliography of the History of Cuba discipline program and the History of Cuba III subject program.
- The Methodological Guidelines will offer indications on the teaching of the theory of clientelistic networks from the contents of the History of Cuba.
- The analysis of the theory of clientelistic networks from the contents of the History of Cuba will be included in the class plans of the subject History of Cuba III.
- The contents of the theory of clientelistic networks will be inserted into the evaluation system from the contents of the History of Cuba.

The survey applied to the teachers, after the conception was carried out, provided the following results:

- Indicator #1: presence of the teaching of clientelistic network theory in the legal and regulatory documents that govern the teaching of the History of Cuba in the Bachelor's Degree in Education, Marxism-Leninism and History, was rated very high by 80% of the teachers.
- Indicator #2: teachers' mastery of the theory of clientelistic networks, was evaluated as very high by 100% of the teachers.
- Indicator #3: mastery of the way in which the theory of clientelistic networks should be inserted in the historical content taught by teachers was also evaluated as high by 80% of the teachers, and very high by 20%.
- Indicator #4: insertion of the theory of clientelistic networks in the components of the PEA of the History of Cuba, was rated highly by 60% of the teachers, and very high by 40%.

The results of the pedagogical test were the following:

- There was an increase in the concepts associated with the theory of clientelistic networks and knowledge increased regarding the characteristics of clientelistic networks and the potential they provide from the contents of the History of Cuba; This is demonstrated by the fact that 60% of the students were assessed at the high level and 40% at the very high level.
- An increase in knowledge of the historical contents where the teaching of the theory of clientelistic networks is inserted was confirmed; 80% of the students were evaluated as high level and 40% as very high.
- It was found that the students, having pedagogical training, are able to identify if their teachers offer

treatment to the theory of clientelistic networks in the components of the PEA of the History of Cuba; 60% of the students rated it as high and 40% as very high.

In general sense, when analyzing the results, it was possible to verify that:

- Indicator #1, presence of the teaching of clientelistic network theory in the legal and regulatory documents that govern the teaching of the History of Cuba in the Bachelor of Education, Marxism-Leninism and History degree, advanced to higher levels. At this stage of the research it was evaluated as very adequate.
- Indicator #2, mastery of the theory of clientelistic networks by teachers, behaved in the same way, as it was evaluated as adequate.
- For their part, indicators #3 (mastery of the way in which the theory of clientelistic networks should be inserted in the historical content taught by teachers), #4 (insertion of the theory of clientelistic networks in the components of the PEA of the History of Cuba) moved towards the evaluation of adequate.

The evaluation of the level of teaching the theory of clientelistic networks from the contents of the History of Cuba, before and after applying the didactic conception, behaved as follows:

- Indicator #1, before applying the didactic conception, had a general evaluation of very low; However, after the concept was applied it achieved a very high evaluation.
- Regarding indicator #2, before applying the didactic conception, it had a very low general evaluation; while after applying the instrument they advanced towards a discharge evaluation.
- For its part, indicator #3, before applying the didactic conception, had a very low general evaluation;

while after applying the instrument they advanced towards a discharge evaluation.

- Indicator #4 reached a very low evaluation before the application of the conception; while after the conception was applied it advanced towards a discharge evaluation.

The application of the didactic conception presented led to energizing the teaching of the theory of clientelistic networks from the contents of the History of Cuba, which was validated from experts using the conventional Delphi method, consulting them in 4 rounds based on related questionnaires. with five indicators, which were modified until a consensus was reached between their criteria.

The regularities observed were the following:

- It was possible to insert the teaching of the theory of clientelistic networks into the legal and regulatory documents that govern the teaching of the History of Cuba in the Bachelor's degree in Education, Marxism-Leninism and History, at Uniss (PPD, History Discipline program of Cuba, of the subject History of Cuba III and the lesson plans of the teachers of the subject History of Cuba III).
- Teachers manage to master network theory and the historical content where their teaching is inserted, which has an impact on student learning.
- Teachers know the ways in which the theory of clientelistic networks should be inserted into the historical content.
- The theory of clientelistic networks is treated in the components of the PEA of the History of Cuba, especially in the objectives, contents and evaluation.
- The application of the own curriculum program demonstrated effectiveness and relevance.
- The transformations that occurred demonstrate the effectiveness of the didactic conception for teaching

the theory of clientelistic networks from the contents of the History of Cuba.

Very appropriate were the debates on the texts related to the analysis of the formation of political networks and clientele within the Cuban mambisado, their causes and the development they achieved.

Likewise, the methodological activities (very appropriate) with the teachers are valued, as they favored the knowledge of the new theory and its application from the contents of the History of Cuba.

The experts consulted valued the proposed didactic concept as feasible and generalizable to other careers at Uniss and in the country.

The practical application of the didactic conception, through a pedagogical pre-experiment, allowed transformations in the PEA, as it contributed to adapting the program of the History of Cuba discipline, the program of the subject History of Cuba III, and the teachers' lesson plans. Furthermore, teachers and students mastered the fundamental theoretical aspects of network theory, and managed to include it in the contents of the History of Cuba.

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**Conflicts of interest:**

The authors declare that they have no conflicts of interest of any kind.

**Authors' contribution:**

The authors participated in the design and writing of the work, and analysis of the documents.

**Cite as**

Rodríguez Muñoz, Y., Reigosa Lorenzo, R., Calderón Mora, M.M. (2024). Didactic conception that contributes to the teaching of the theory of patronage networks. *Mendive. Journal of Education*, 22(1), e3590.  
<https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3590>



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