

MENDIVE



REVISTA DE EDUCACIÓN

Review article

Approaches to history that should be done, taught and the teachers that should be trained

Aproximaciones a la historia que se debe hacer, enseñar y los profesores que se deben formar

Abordagens sobre a história a ser feita, ensinada e os professores a serem treinados

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ABSTRACT

The 20th century brought great challenges to education in our country, particularly to the teaching of History, influenced by neoliberal globalization that threatens to eliminate the cultural values, traditions, identity and idiosyncrasy of our people, which forced the realization of profound changes in its teaching starting in the 60s of the aforementioned century. The present work offers some approaches to the problems of history in current times. It does not offer recipes to follow, nor does it propose methodologies on how and why it should be done this way, nor does it outline certain rules that are sometimes imposed. Comments and theoretical reflections are made about the reality of what we should work on in our classrooms and keep in mind that in the historical context we live in we must be more efficient. The objective is to propose some approaches to history that should be done, taught, and the teachers that should be trained. For this, theoretical methods were used such as: historical-logical, hypothetical-deductive and analysis and synthesis and empirical methods such as bibliographic analysis; which allowed us to conclude that the history that is constructed must have a strategic vision of the world around it, that leads to social recognition, being scientific and developing independent work skills, where its educational role is reinforced. Also contributing to the development and formation of revolutionary and patriotic convictions in students, so that they are committed and competent professionals in the future.

Keywords: teaching-learning; training; history; teachers.

RESUMEN

El siglo XX trajo grandes desafíos a la educación en nuestro país, en particular a la enseñanza de la Historia, influenciado por la globalización neoliberal que amenaza con eliminar los valores culturales, tradiciones, la identidad y la

idiosincrasia de nuestros pueblos, lo cual obligó a la realización de profundos cambios en su enseñanza a partir de los años 60 del mencionado siglo. El presente trabajo ofrece algunas aproximaciones a la problemática de la historia en los tiempos actuales. No ofrece recetas a seguir, ni propone metodologías de cómo y por qué hay que hacerlo así, tampoco se esquematiza a determinadas reglas que en ocasiones se imponen. Se realizan comentarios y reflexiones teóricas sobre la realidad de lo que se debe trabajar en nuestras aulas y que se tenga presente que en el contexto histórico que se vive se debe ser más eficientes. El objetivo se encamina a proponer algunas aproximaciones a la historia que se debe hacer, enseñar y los profesores que se deben formar. Para ello se emplearon métodos teóricos como: el histórico-lógico, hipotético-deductivo y el análisis y síntesis y empíricos como el análisis bibliográfico; lo que permitió concluir que la historia que se construya debe tener una visión estratégica del mundo que le rodea, que lleve al reconocimiento social, que sea científica y que desarrolle habilidades de trabajo independiente, donde se refuerce su papel educativo, para contribuir al desarrollo y formación de convicciones revolucionarias y patrióticas en los alumnos, para que sean en el futuro profesionales comprometidos y competentes.

Palabras clave: enseñanza-aprendizaje; formación; historia; profesores.

RESUMO

O século XX trouxe grandes desafios para a educação em nosso país, em particular para o ensino de história, influenciado pela globalização neoliberal que ameaça eliminar os valores culturais, as tradições, a identidade e a idiosincrasia de nossos povos, o que forçou mudanças profundas em seu ensino a partir da década de 1960. O presente trabalho oferece algumas abordagens para os problemas da história nos tempos atuais. Não oferece receitas a serem seguidas, nem propõe metodologias de como e por que fazê-lo, nem delinea certas

regras que às vezes são impostas. São feitos comentários e reflexões teóricas sobre a realidade do que deve ser trabalhado em nossas salas de aula, tendo em vista que, no contexto histórico em que vivemos, devemos ser mais eficientes. O objetivo é propor algumas abordagens sobre a história que deve ser feita, ensinada e os professores que devem ser treinados. Foram utilizados métodos teóricos como: histórico-lógico, hipotético-dedutivo, análise e síntese, e métodos empíricos como a análise bibliográfica, o que levou à conclusão de que a história que se constrói deve ter uma visão estratégica do mundo que a rodeia, que leve ao reconhecimento social, que seja científica e que desenvolva habilidades de trabalho autônomo, onde se reforça seu papel educativo, para contribuir com o desenvolvimento e a formação de convicções revolucionárias e patrióticas nos alunos, para que no futuro sejam profissionais comprometidos e competentes.

Palavras-chave: ensino-aprendizagem; treinamento; história; professores.

INTRODUCTION

Already from a very early period in our history, the great Cuban thinker José de la Luz y Caballero (cited by Pérez, 2022) asserted that "History is the last and most transcendental expression of the literature of a people" (p. 158).

History is a fundamental discipline to understand the past and present of our societies. In Cuban schools, the teaching of history has focused on the formation of critical citizens, capable of understanding the world in which they live and actively participating in the construction of a more just and egalitarian society.

According to Sallés, Sierra and Rodríguez (2022):

Knowing and knowing how to teach History are two complementary but different processes, since one is not a good History teacher by only knowing History, because the determination of what historical knowledge to select, what values can be worked on from the potentialities of the content, what skills can be developed, what methods are the most appropriate, what sources are convenient to use, what evaluation to design that allows checking the results that the students are obtaining based on the individual and group diagnosis; It is only mastered based on the knowledge and didactic experience one has (p. 2).

In this sense, teachers trained in Cuban schools are expected to have the ability to critically analyze historical information, evaluate different perspectives and construct solid and rigorous arguments. Furthermore, they are expected to be able to apply their knowledge to solve real problems and situations, and to actively participate in the construction of a more just and equal society. In short, approaches to teaching history must form critical citizens committed to their society, capable of understanding and transforming the world in which they live.

Since the 60s of the last century in the national education system, especially when referring to history as a subject, work has been done to improve teaching and raise the level of knowledge of teachers at the middle and high school levels. A whole system of methodological guidelines were developed that coherently contributed to the support of teaching. These texts generally had: introduction, central ideas of the course, basic references about the main work concepts and the formation of skills. They also made methodological suggestions for the work units of the study program in terms of

objectives, knowledge system, basic and extension or complementary bibliography.

Subsequently, the level reached by Cuban educators allowed them a greater role in the individual preparation of their classes. Contributing to this was the establishment of a network of Universities, Educational Improvement Institutes, Pedagogical Schools, Higher Pedagogical Institutes, as well as other institutions that worked in the process of training and improving the teaching of history, directed by the Ministries of Education and Higher Education at the national, provincial and municipal levels.

Hundreds of professionals graduated from university classrooms who have been improving themselves through different types of courses, whether: postgraduate degrees, diplomas, master's degrees, doctorates or others; dozens of these professionals work in Higher Education centers.

Delors (1996), for his part, highlights that:

To fulfill the set of its own missions, education must be structured around four fundamental learnings that throughout life will be, in a certain sense, the pillars of knowledge for each person: learning to know, that is, acquire the instruments of understanding; learn to do, to be able to influence one's own environment; learn to live together, to participate and cooperate with others in all human activities; Finally, learning to be, a fundamental process that includes elements of the previous three (p. 1).

It is part of the international vision of the new changes that were coming, foreseen in the Report to UNESCO of the International Commission on Education for the 21st Century.

However, today there is a call in our country to improve the teaching of history as a discipline in all grades of the Cuban schools and on this basis we ask ourselves: what history should be made or constructed for our students? We have to rethink the history we teach? What history should be taught? What teachers should be trained today?

For the study, theoretical methods were used such as: historical-logical, hypothetical-deductive and analysis and synthesis and empirical methods such as bibliographic analysis. For this reason, History has a long path of improvement and improvement for the sake of cultural development, in particular to educate in values and forge better people. Keeping these ideas in mind, the objective of this work is aimed at proposing some approaches to History that should be done, taught, and the teachers that should be trained. With this purpose, a bibliographic analysis of different sources of information related to the topic that concerns us was carried out.

DEVELOPMENT

What story history should be made?

In coherence with what has been expressed, it is considered that a serious, updated and avant-garde history should be made. A critical history that analyzes historical processes and events, with their positive and negative aspects for society. With realistic interpretations of facts and processes, incorporating new ideas and dimensions that are dynamic and contradictory.

Therefore, history in the classrooms must be a history that serves to educate, instead of indoctrinate, a reflective and identity-based history, where the values of the heroes who have fought for nationality and the Cuban nation through their historical development are highlighted. Its teaching should allow individuals to think or reflect on the world around them.

Breijo (2009) is of the opinion that the History that is studied must assume the integrative value of the essence from which it is nourished, contribute to reinforcing national identity, by strengthening self-esteem and individual and social self-recognition, raising the quality of life and provide a human lesson given its educational potential; Therefore, History as a reference allows men to construct and reconstruct their own social meanings. In other words, History enriches the memory of people, it is the great tradition of humanity.

García, Amechazurra and La Rosa (2018) tell us that " To transform your teaching-learning process with a developmental character, it is necessary to appropriate the cultural heritage accumulated by older generations and transmit it to each student, according to their level of development and their conditions" (p. 218).

García, Amechazurra and La Rosa (2018) assert that:

The teaching of history is not a simple accumulation of information; It is about getting students to make scientific evaluations of historical phenomena. If students are only taught the result of knowledge and the ability to develop it is not cultivated, the humanistic, scientific and creative objective will not be met. Scientific knowledge must be provided in an active, conscious and emotional way; To do this, it must provide the student with general procedures that can be applied in any specific situation, so that they achieve high intellectual performance (p. 218).

For Fernández (2010), the purpose of historical science is, therefore, to objectify the subjective content present in these "historical facts", both in the primary narration of their protagonists,

and in the secondary interpretation of historians endeavored in these tasks (p. 26).

In this way, a scientific history must be built that must break local, regional and national frameworks, incorporating universal history more dynamically into the processes. It is not just seeing the external factor as another fact, but understanding the international dimension of events.

All history is always objective and subjective, it is made by men, by the classes, groups and social sectors that are in power. At the same time, it must be in relation to the context in which we live and its material scenarios, which are influenced by the cultural, social, economic, political, psychological or geographical. History, at the same time, is made up of revolutions that succeed or fail or of social movements that manage to prevail or perish in the face of repression.

A history must be made that recognizes more the role of personality in its context, as well as the role of the popular masses, that studies the individual in the moment in which he lived and that demonstrates how the context can also modify the individual. A history must be made that incorporates economic studies to a greater degree, to respond to the development needs of the times we live in, since at certain times the historical construction has been excessively politicized.

In this sense, Navarro (2021) agrees that historiography has used images as a bridge to approach the past, and highlights that more and more historians are using images to delve into aspects of the past little explored until now, reaffirming that the importance of images are not only that they can be a testimony of the past, but that they can help "imagine" it and understand it better (p. 171).

The history we build must facilitate the communication of our times, it must be present in communication networks with a continuous and updated digitalization system. Furthermore,

with permanent links in related sciences such as Geography, Anthropology, Archaeology, Research Methodologies and the teaching of History and Paleontology. We must take from IT everything that facilitates its dissemination, affordability and updating.

Gómez, Rodríguez and Mirete (2018) consider that:

To improve historical education, it is necessary for teachers to opt for alternative methodologies. But also, that the epistemological burdens that conceive history as a set of closed knowledge change. Investigating the training of those who will be teachers in the future can give us a perspective of what needs to be modified (p. 240).

Meneses, González-Monfort and Santiesteban (2019), in turn, state that:

Students must be predisposed to carry out a series of intellectual challenges that allow them to interpret sources, understand various historical perspectives, synthesize and communicate information arguing their own points of view and apply learning in all types of current social situations and problems. In addition, the connection with reality is essential for learning to be considered meaningful and relevant (p. 313).

Therefore, an objective, critical and scientific history must be made, according to the urgencies of society, according to the circumstances of contemporary times, made on the basis of constant improvement. A story that promotes debate between study content, between methods and teaching aids. Let it go from the general to the particular and the singular, and vice versa.

What history should be taught?

In this topic we wish to express that the teaching of History, along with other sciences, must be materialized through the improvement of the teaching-learning process. This must be continuous to allow us assimilation; That is, it makes it easier for us to introduce the advances in research knowledge in historical science and Pedagogy through its most modern teaching methods. The humanistic tradition must play a main role within this context, where we can perceive its multiplicity through the various study programs.

This idea is highlighted by Labacena (2017) in an article in the electronic magazine *Cubahora*, where he referred to the words of Marta Valdés, assistant professor at the "Enrique José Varona" University of Pedagogical Sciences, in the National Assembly of Popular Power in his VIII Legislature, when he explained that a true transformation was required in the contents, in the methodology, in the very way of teaching History (p. 1).

This position is defended by believing that the teaching-learning process of History in general and in particular that of the History of Cuba, is a process of profound human content that advocates the complex coordination of a high scientific-critical preparation of the historical and didactic content of the subject, to teach and learn the historical learning contents in a reflective manner (Mauri *et al.*, 2016).

Teachers must always keep in mind that History plays a key role in the formation of the general and comprehensive culture of the students. This allows us to consider that our programs must be constantly improved, new working literature must be introduced, as well as guidelines for their better delivery from a pedagogical point of view.

Teaching must be designed as a system, through rules, methods, plans, norms, procedures and techniques; where the anarchy of subjects and disciplines does not exist and where we can

verify through practice the interdisciplinary links of historical knowledge; and that these are not exempt from scientific, patriotic and revolutionary values, and that our science is committed to its origins and to the people.

In this case, Díaz (2002) speaks of two fundamental trends in relation to the current situation of History teaching. One is the exacerbation in the factological analysis of historical content, which leads to teaching with an excessive description of facts, dates, anecdotes and isolated characters where the emotional and experiential is recreated, which does not help teach students to discover the reason for the historical event and its movement; The other is aimed at the search for causes, tendencies, driving forces and other necessary investigations on the logical-conceptual level, ignoring the phenomenal side of History; refers that in this case it is a teaching characterized by sociopolitical schematism.

At the same time, he expands his ideas when he raises another trend, the overestimation of the pedagogical conceptual apparatus divorced from historical knowledge, which leads to a hollow methodology, since without deep historical knowledge one cannot speak of the design of teaching strategies, objectives and methods. Any of these extremes is detrimental when talking about a successful pedagogical direction of the Educational Teaching Process and argues for the need to aspire to a developmental conception of the teaching and learning of History, that is to say, we should speak better of human development, that is, of gradual, orderly and continuous transformation of the human being, not only as an organism, but as a conscious and social being, expressed in the biological, psychological and social (Díaz, 2002).

For Telles (2020), the first thing that must be prioritized is the human side, all the acts that were carried out by men and women, who, faced with the call of the country, were able to grow. Why tell a schoolboy about the main battles from 1868 to 1959 if that doesn't give him anything. We have to find a more exact angle so that they

know how they moved in that concept, make it more human, not tell cold facts, without emotion. The anecdotes told with emotion allow us to penetrate the soul of the school; then the student is able to understand the events that occurred during this stage and value his historical past as a patriot (p. 876).

Lahera and Pérez (2021):

If we intend to improve or encourage students' interest in the subject, it is urgent to renew the teaching methods that are being used in schools. The current situation of history teaching becomes worrying, it is necessary to carry out an investigative study and carry out innovative strategies that contribute to the development of students' critical thinking and at the same time enrich the categories of history such as narration (p. 6).

Furthermore, these authors are of the opinion that current historical learning requires the assumption of new challenges that collaborate with the cognitive development of students at any level of education, enabling their interest in the subject, their intellectual involvement. and, therefore, the learning of history beyond dates, facts and events (Lahera and Pérez, 2021, p. 1).

In this order, Lobo (2020) refers to the need to develop innovative teaching of History:

Supported by the student, having an active and non-reactive role, where the teacher's role must be to offer resources so that students can access knowledge directly and be co-participants in the class, creators of knowledge and not passive recipients, to which is necessary for the teacher to include in his classes the use of Information and Communications Technologies (ICT), first-hand

sources, simulation games, debates, open discussions, among others (p. 6).

The History programs taught must be closer to the student's future profession, to the profile of the career they study. This implies a constant updating of historical knowledge systems.

Álvarez (2020), on the other hand, agrees that:

Over time, the history taught has traditionally been founded on magistrocentrism, where the retention and repetition of information is presented as a normalized feature in school and academic culture. In this model, students must memorize the content taught by the teacher, who is in charge of tracing the learning and knowledge provided, essentially, by the textbook, which has contributed negatively to the perception that students have of this subject, considering it boring and not very useful (p. 3).

It is reaffirmed, then, that the teaching of history must go beyond the memorization of its contents. Students must be taught to think historically, be able to pose problems, develop constructive memories, and be able to ask questions in pursuit of a better understanding and interpretation of the past.

For authors such as Montanares and Llançavil (2016), it is essential to integrate the use of historical sources in the initial training processes with the objective that future teachers develop these skills themselves and value the importance of their regular use in the work they will do with students (p. 4).

For Castellanos, Estupiñan and Cuesta (2017) "The development of these competencies by teachers allows for a change in their pedagogical practices, which influences the teaching-learning processes" (p. 3).

Without a doubt, we must be able to develop study programs jointly, where disciplines and subjects are integrated; so that knowledge is more accessible and better assimilated by students. This leads to a necessary interaction with the system of work habits and skills, which must provide better intellectual training, a transformation of reality in the student.

The purpose of the initial training of history teachers is to develop the necessary skills so that they can perform adequately in their professional activity. This process attempts to provide knowledge and experiences that influence how future teachers represent teaching (González, Santisteban and Pagès-Blanch, 2020, p. 15).

At present, teaching should not clutter students with data, facts, theories, algorithms and independent studies, which they do not carry out and most of the time we do not supervise them in the classrooms.

For Gómez, Rodríguez and Mirete (2018):

Methodological strategies must be promoted based on greater student activity, inquiry methods, use of primary sources, management of ICT, and a greater relationship between students and their environment in the search for a correct interpretation of historical and social phenomena. (p. 3).

It is necessary to make students reflect, lead them to historical thinking and, at the same time, demonstrate the constant interrelation of knowledge, so that they find affinities, similarities and differences. We must guide them to logical thinking, to historical and coherent thinking. Our task is to teach History and, especially, a History of Cuba, capable of forming patriotic, moral, ethical, aesthetic and cultural values, which allows students to make fair appreciations of historical processes.

This is corroborated by Aguirre (2008), who says that all history is, at the same time, subjective and objective; that is, made by men, classes and social actors, but also conditioned by structures, by objective conditions and by material circumstances.

Every teacher must teach his students the way, the way of searching and organizing information, of interpreting historical processes, so that they work with historical documents and other informative materials.

The acquisition of skills constitutes a fundamental axis in the teaching-learning process and the search for bibliographic sources must be a constant in the process we are immersed in; Above all, the student must work independently.

The History that is explained in the classrooms must be a history of revolutionary virtues, loaded with cognitive interests, of practical usefulness, with strength in ideas; a history that demonstrates the positive advances in knowledge and revolutionary ideology, that allows them to understand the events of the past and present and project themselves into the future with their own identity, to defend national interests. It must be a national story linked to regional and universal problems, capable of exerting motivations for the defense of the interests of the majorities.

Teachers must always keep in mind that what is taught is not my subject, or my content, but that we form an entire system of historical, cultural and humanistic knowledge, which must be exemplified solid and complete. The linking of the multiple subjects of the study plans may facilitate a better understanding of the instructive and educational tasks of the programs in progress.

For Sallés, Sierra and Rodríguez (2022):

The general design of the subject must take into account the intra and interdisciplinary links, based

on the integrative nature of this particular didactics, which allows the student to apply the knowledge acquired in other disciplines and apply it to the management of the process of teaching-learning (PEA) of the History of Cuba in primary school (p. 7).

Therefore, the logical, systemic and historical relationship of concepts and other categories when approaching classes must be a methodological constant in teaching; That is, the exchange of information makes it easier to assess the cognitive and educational role in the training of students.

Practice has shown us that not all the concepts that are worked on are taken up in a timely and adequate manner, despite working ties being established between teachers. This has also been influenced by the development of many study programs that have been developed independently.

In general: how can we teach better classes in our classrooms? To raise the quality of the specialist and the students, professional experience allows us to assert that:

- Achieve adequate scientific-pedagogical self-preparation on the part of the teacher.
- Carry out cognitive activities and rely on control and evaluation.
- Apply active learning methods.
- Improve study programs.
- Plan the contents of teaching subjects in a systemic way.
- Prepare for the professional pedagogical orientation of the content, the teaching methods and the study plans that we face.

Then, teachers must express ideas logically and precisely, they must use chronological, comparative and synchronic tables. They must prepare synoptic tables and logical diagrams,

geographical and chronological location exercises. Make interesting narratives, among others.

Students must be taught to explain, compare, value and identify, in general, a whole set of skills provided for in the study programs. Debate and the investigative spirit must be encouraged as the backbone of our classrooms.

In this sense, Sallés, Sierra and Rodríguez (2022) are of the opinion that teaching the student to critically handle historical information and the methodological processes that enable the construction of historical knowledge are essential contents, being the class where it must create a stimulating climate of mutual trust, taking advantage of the potential that each student has based on their professional and human growth (p. 7).

Saíz, Gómez and López (2018) maintain that currently the teaching of History in Spain presents a model that causes future teachers to not have an appropriate historical education, neither in substantive content nor in historical competencies, since during their training universities do not improve the levels inherited from high school, so they are not in a position to teach history with the minimum levels of disciplinary and pedagogical sufficiency (p. 11).

Today it is required that our classrooms become workshops for historical debates, with economic, political, social and cultural knowledge systems of the current Cuban reality, so that the student becomes more interested in the context in which we live.

According to Gómez, Portal and Méndez (2021) they maintain that, although there are achievements from a quantitative and qualitative point of view, it is necessary to raise the quality of those process (p. 2).

The history we teach has to be scientific and up-to-date, where the student learns to discover and relate facts internally so that they know their causes, driving forces, regularities and trends.

The history that we work on in the classrooms must be classist and revolutionary, it must bear the seal of our ideology and of Martí's patriotic and national thought. It must therefore be critical of imperialism and colonialism and for the defense of Latin American and Caribbean interests.

A history equipped with a conceptual system that makes it easier for the student to discover the internal aspects of historical processes through data, documents, facts, testimonies and other sources of knowledge, where the relevant role that the popular masses and personalities have played. The history teacher must be a communicator of excellence, who motivates students through his knowledge and humanistic conceptions, who illustrates and illuminates so that he can instruct and educate by example.

Which teachers should be trained in the Cuban school?

It is the opinion that committed professionals must be trained to respond to the needs of the great challenges of the economic and social development of our country; but at the same time they are critical, serious, creative and scientific. They must be teachers up to date with the main historiographic currents, especially students of history. They must be professionals trained with the banner of permanent reading; professors motivated by teaching and research, defenders of nationality and the Cuban nation.

Breijo (2009) refers to that:

Our time and our society require a man with a high humanist education, which means that we aspire to a man who responds to his time, in our case who defends the identity as Cuban and Latin American against the dissolving, internal and external forces that seek to its cultural and human denaturalization, which is why it has to decisively assume an anti-imperialist, Latin American

position and solidarity with all those universal processes (p. 2).

Professionals must be trained to reject erudition and positivism. However, the good historian must be educated and trained with the research of economists, anthropologists, with the good texts of sociologists, geographers, psychologists and pedagogues. As well as with works by real scientists, politicians, ethnologists or legal specialists.

The words of Romero (2010) constitute an example:

In our professional work, when directing the learning process of History, the impact on the formation of values is fundamental and very current, which implies the formation of a historical consciousness that emanates from the student's historical knowledge. It is our mission to promote love for our country, for the best of man's qualities, for his creative work, for his most relevant ideas, but these feelings of admiration emanate from deep historical knowledge (p. 35).

These future professionals must be young people who are very studious in their undergraduate studies, capable of carrying out conscious and effective self-preparation so that in their future they are competent workers and capable of facing the challenges of the profession.

This is also reported by Darias (2023):

The modes of professional action and their preparation from the undergraduate training stage are currently considered an important aspect for the success of employability skills, since in the workplace the idea that

productivity depends of a competent workforce (p. 12).

Must also be trained up to date with the latest advances and progress in contemporary historical research. They must be makers of history who link the local with the general, without forgetting the study of the fact, personality or selected topic, their readings in general must enrich their knowledge of regional and local research. Today local history plays a fundamental role in community development.

Utrera *et al.* (2022) state that:

In the case of the professional with the Bachelor's Degree in Primary Education, they must be prepared to understand personal and social needs, know how to confront with initiatives the solution to the problems of pedagogical practice and integrate national and international current affairs into the training process, know about the Homeland History and its locality, for these reasons the career must develop in students, future teachers a high sense of individual and social responsibility, it must ensure that they find in the initial training process, the mechanisms that stimulate motivation for the acquisition of a local culture (p. 2).

They must be teachers who think for themselves, who assume that history is changing, that it is made up of stages, periods of progress and regression, of advances and setbacks. They must understand that all economic and social formations have represented notable contributions to economic, political, social and cultural development.

Teacher training must promote the preparation of future professionals, who go beyond the curricula of their careers, who promote learning, so that they integrate scientific-pedagogical

knowledge and who are nourished by skills and values related to the facts and subjects of history, so that they are individual and collective protagonists of the new contexts we live in; In short, professionals trained in technology and science.

This is pointed out by Araya *et al.* (2010), it is necessary "the training of competent professionals adaptable to change, and the recognition of the social training of the professional in History to achieve the transformations that society needs" (p. 47).

Another element that should be avoided is training manual teachers, linked to texts, who do not contribute ideas or criticism to history or historical construction. Our professionals must be anti-manualists, trained with a critical spirit in the face of things done poorly. They must be bearers of the advances in computerization, as well as social communication networks, committed to national and local patriotic history, as well as regional Latin American, Caribbean and anti-imperialist history.

Professor Díaz (2002), an excellent communicator and pedagogue of History, among his many ideas considers that:

(...) the teaching of History has to break down the walls of schools. Extracurricular activities are decisive in taking advantage of the cultural and axiological potential that the community offers us, in close relationship with the work to gain knowledge of local or regional history. For this reason, we continue to focus our work on heritage, traditions and customs, museums, monuments, plaques and whatever means the environment offers us for the education of students. How much can it mean to a student to see and appreciate an old slave shackle or the ruins of a barracks? (p. 141)

Teaching teachers they must be committed to the history of the past and present, competent and relevant professionals for society.

As Bestard (2023) states:

The training of professionals must be characterized not only because knowledge is generated in them, but also because in the management process they are positively oriented in their learning strategies, and they gradually acquire knowledge, skills, abilities and procedures that allow the solution of professional problems with a total independence (self-management) in their mode of action (p. 3).

CONCLUSIONS

La historia que se construya debe tener muy presente a las ciencias sociales y humanísticas, ha de tener una visión estratégica del mundo que le rodea, ha de hacerse una historia con textos de calidad, que lleve al reconocimiento social, donde no han de faltar la motivación por la patria, el Medio Ambiente, la comunidad y el desarrollo local. Una historia construida por los avances y retrocesos del proceso histórico.

Se debe enseñar una historia científica, a través de un sistema de conocimientos, vinculados al desarrollo de las habilidades de trabajo independiente, donde se refuerza el papel educativo de la historia, para contribuir a su desarrollo intelectual y a la formación de convicciones revolucionarias y patrióticas en los alumnos. Se debe impartir una historia, transmitiendo motivaciones, para enseñar a pensar a los alumnos, para enseñar a aprender, a formar personas con sentimientos nobles, humanos y solidarios.

Los profesores que se formen deben responder a las necesidades del desarrollo de nuestra nación

y nacionalidad independiente y soberana; profesionales que favorezcan el diálogo, las reflexiones y la responsabilidad por los retos que han de asumir. Deben ser profesionales comprometidos para las múltiples transformaciones que necesita la sociedad para el desarrollo sostenible. Han de ser profesionales competentes desde perspectivas inclusivas, instructivas y educativas.

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