

Empowerment in historical experiences for the formation of historical thinking

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ABSTRACT

The presented article considers the theoretical-methodological inadequacies in the formation of historical meanings that limit the way of acting of the history teacher in the fulfillment of the teaching-methodological, educational and research-supervision functions. It reveals the essential relationships between the formation of historical experiences and historical thinking inherent to historical senses. The methodology used is qualitative-quantitative, theoretical, empirical and mathematical methods were used to verify the feasibility and relevance of the proposal.

Keywords: Professionalization; Historical thinking; Historical experiences; Historical sense

Introduction

The third improvement of education in Cuba aims to provide a higher stage of sustainable development. The aforementioned demands professionalization as a process that contributes to provide solutions to problems, such as the necessary influence of the content of history as a school subject in the historical senses of schoolchildren, its impact

on historical memory and identity. This presupposes the pedagogical-educational empowerment in the formation of historical experiences in the necessary link between these experiences and the formation of historical thinking as part of the mode of action.

Historical senses are understood as the necessary condition that accompanies the actions of the history teacher in his pedagogical-didactic mediation in the formation of historical thinking, which supported by the interrelation of emotions, feelings, images and symbols-form the factual representations that are integrated into historical consciousness and its concrete expression, historical thinking. (Espinosa and Reyes, 2020)

Professionalization integrated to continuing education has been analyzed from different angles, which agree on its capacity for the development of stable transformations in the mode of action.

The mode of action acquires significant correspondence in the development of skills and abilities, if it is taken into account that it is the one that includes, those generalizing knowledge and skills that are concretized in each discipline, the logic with which each professional acts and that characterizes his personality. (Addine and García, 2004; Arancibia, Soto and Casanova, 2017 cited by Roque, Espinosa and Justis 2023, p. 172)

Various researches have addressed the perspectives of historical thinking and ways of developing it (Santisteban, 2010; Duquette, 2011; Belanger, 2011; Seixas and Morton, 2013; Chávez and Pagès, 2019, 2020 cited by Chávez, 2021, p. 6) through categories, components and dimensions that encompass narrative, empathy, temporality, metacognition and problematization.

From other perspectives, historical thinking has been approached through the interdisciplinary, gender, decolonizing approach and the development of cognitive skills based on first order knowledge (historical concepts and contents) and second order knowledge (tools necessary for the study of the past and historical construction) to understand historical time, reason causally value and critically interpret historical information sources. (Palacios, Chaves and Martin, 2020)

Among the features that point to its characterization, the ability to understand the present in connection with the past stands out. Time and space are assumed as social constructions to analyze changes and continuity, the understanding of the present and the projection to the future as a consequence of the historical narrative and consequently with citizen

formation, memory and historical identity (Pages and Santiesteban, 2010; Rösen, 2016 cited by Barrabí, 2019, p. 42).

Likewise, the authors defend the criterion that historical thinking integrates a set of skills proper to the historical method, which allows subjects to independently investigate, reason, criticize the historical past, the basis of a historical consciousness to interpret the present and project the future.

The previously analyzed references point to the importance of the reconstruction of facts, taking into account the analysis of temporality in its diachronic and synchronic relationship, as well as the need to establish historical recreation or imagination together with symbols in their close relationship with emotions and feelings. However, there is no deepening of how to achieve the relationships that affect the influence and incidence of historical experiences with their symbolic and emotional components in the formation of historical thought and their role in the reinforcement of the traces that endure in historical memory.

The aforementioned highlights as an objective the design of a strategy for the empowerment in the formation of historical experiences by the pre-university history teacher for the formation of historical thinking from the workplace, the latter understood as the contexts in which this professional develops the teaching-methodological, educational and research-supervision functions.

Development

The problematic related to the mode of action to influence historical meanings points towards the elements that take into account the mediation in the reconstruction of historical facts, phenomena and processes that involve a historical-professional culture integrated to the resources and tools they possess for the formation of historical experiences in historical thinking (Palacios, Chaves and Martin, 2020; Chávez, 2021, Padilla, 2022)

The systematized criteria punctuate the place and role of historical sources, as well as the development of historical empathy (Bestard, 2018; Ciriza, 2021; San Martín and Ortega, 2020), although in the inquiry conducted no results have been found that address cultural

empowerment to mediate between the formation of historical experiences and historical thinking incidents in the limitations presented by historical senses.

The analysis of the relationship between the formation of historical experiences and historical thinking is assessed from the dialectical-materialist theory of knowledge, it is assumed as concatenated pairs the relationship between the sensible concrete (historical representations) to the concrete thought (historical thinking) that starts from the necessary relationship between the symbolic and the emotional for the formation of historical experiences. (Engels and Marx, 1890 cited by Barrabí, 2019, p. 16)

By historical experiences we consider the human quality to develop emotions and feelings linked to historical symbols that allow feeling, understanding, acting, pondering and influencing the traces for the understanding of the present and the projection of the future. (Espinosa and Reyes, 2020)

The formation of historical experiences in the exercise of the profession values the importance of temporality with a system of principles where the senses and meanings of three-dimensionality are expressed from different contexts, outside the present reality, but serve the understanding in a meaningful and useful felt way, together with the projection of the future. It involves a closer relationship with the historical facts, the spatial context and its protagonists with a vision that includes the possibility of historical reflection on life in the past from the image and symbols of that past.

In the relationships established in the previous concept, historical representations constitute an integral part of historical thinking, insofar as they are forms of knowledge, symbolic constructions that are created and recreated through interactions with the sources that give meaning to the unknown, transforming it into known and lived.

The role played by the formation of historical experiences sustains its place in all historical thinking, weighted in the foundations of emotional intelligence that have connoted, even more the study of emotions, feelings and the relationship with behavior (Damasio, 2018), elements to be taken into account in the formation of historical thinking. The latter will be more accentuated according to the degree of emotionality, veracity, validity and argumentative force.

For the analysis of historical experiences in their factual reconstruction, it is necessary to assess their conceptualization. Experiences as categories have been approached by different learning theories. They can be associated in a certain sense to meaningful

learning linked to the previous cognitive structure that is related to the new information and allows the development of personalized knowledge, since this activity becomes a lived experience that influences the emotions and feelings that sustain historical thinking (Espinosa-Rodríguez, *et al.*, 2020).

Based on this criterion, the theoretical transposition from sociology to the logic of pedagogical science and didactics is assumed, as cultural empowerment constitutes the set of resources integrated in its mode of action for mediation in the formation of historical thinking.

This concept makes it possible to concretize it as a quality inherent not only to the strengthening of professional skills and capacities integrated in the mode of action, but also to the confidence, vision and protagonism to promote changes in pedagogical and didactic decision-making according to the context.

In addition to being analyzed the culture that empowers in the formation of historical experiences as a value and consequently as an orientation that gives the teacher a role of collaborator, facilitator and subject that provides resources, so it conceives its active and innovative participation.

The reflection leads to consider that the theory of empowerment converges with the personological approach, although the latter does not contribute all the elements to the relationship between the process of assumption of personal qualities and the role of the socio-professional context as promoter and co-creator.

It assumes from the theory of empowerment, their actions as collaborators who, among other things, learn. It allows integrating the process in a context (Rappaport, 1981 cited by Ferre, 2015, p. 11) as a space of encounter between people with the action of experts (Martinez and Guach, 2019); they recognize that both culture and context give meaning to knowledge.

In the framework of the process of professionalization and transformation of the mode of action, the empowerment of history teachers takes into account the theory of change, essentially of the mode of action in the teaching-methodological function and its impact on the other functions, manifested not only in the professional culture but also in the transformation of their beliefs, commitments and actions as pedagogical-didactic practices.

The mode of action should be enriched, on the one hand, with the mastery of action with respect to the analysis of historical sources and/or others that have a formative role. On the other hand, with the problematizing exercise regarding the diachronic and synchronic, retrospective and perspective relationships involved in learning situations called historical communication situations.

Historical communication situations are the set of elements involved in the communicative act: they allow the inquiry or search in the past from the past itself, with the recreation of historical images and symbols through historical retrospective, in order to interpret the actions of the protagonists in their historical context.

In order to build such communication situations, the problematic inquiry between the text, the author of the source or sources, the historical context and the learner (reader) is encouraged to place him/her in conditions of communication, which allow through the reconstruction of the historically lived (formation of historical experiences), the development of the skills that are part of historical thinking (generalization, abstraction, argumentation, explanation, demonstration) with the way of acting of the history teacher.

Empowerment, as a transformation of the way of acting, is valued at a personal level in each of the history teachers due to the necessary self-management in the use of the diversity of sources and in the construction of historical communication situations. The relationship that both elements have for the formation of images, symbols, emotions and feelings in the formation of historical thinking that reverses the situation of the teaching-learning process with respect to the historical meanings as a context of the teaching-methodological function is noted.

In this sense, history teachers show a lack of pedagogical and didactic training to solve weaknesses ranging from generalized formative actions in skills and operations with historical content to methods, procedures and teaching means that contribute to form historical experiences that affect the formation of historical thinking as part of their mode of action.

The strategy for empowerment in the formation of historical experiences and historical thinking by the pre-university history teacher consists of a general objective, specific objectives by stages and a system of actions in each one of them.

The general objective is to improve the professionalization for the formation of historical experiences in the formation of historical thinking through the cultural empowerment of the pre-university history teacher.

The strategy is composed of stages, which complement each other by constituting a sequential organization of the pedagogical-didactic actions derived from it.

Two stages are used in the execution stage in order to reveal the upward methodological movement of actions in practice.

First Stage: Diagnosis and sensitization.

Execution Stage:

Phase 1 Historical-meaningful orientation for cultural empowerment in the formation of historical experiences and historical thinking.

Phase 2 Procedural systematization of cultural empowerment in the formation of historical experiences and historical thinking.

Third Stage Evaluation

First Stage

Objective: To diagnose the internal and external needs of history teachers for the formation of historical experiences and historical thinking.

In this stage, we proceed to diagnose and sensitize the subjects (history teachers) objects of professionalization in order to achieve awareness of the need for the professionalization process. It constitutes the starting point for the implementation of the strategy.

Action No. 1 To diagnose the external and internal factors that influence the management of the history teacher in order to establish the necessary relationship between the formation of historical experiences and historical thinking.

Action No. 2. To raise teachers' awareness of the need to improve their way of acting in the relationship between the formation of historical experiences and historical thinking influencing historical meanings.

Action No. 3. To raise awareness of the importance of historical culture for the empowerment in the time-space dimensions and its place in memory, historical identity.

Action No. 4. Characterization of the social context, in the problems of management for the formation of historical experiences in relation to historical thinking.

Action No. 5. To characterize the potentialities of the subject History of Cuba and its teaching-learning process as a context of the teaching-methodological function.

Action No. 6. To investigate the causes that limit the way of acting of the history teacher with incidence in the historical senses.

Execution stage: Professionalization for the cultural empowerment of the historical-life management and procedural projection. It is composed of 2 phases.

Objective: To promote professionalization in the formation of historical experiences with a diversity of sources and situations of historical communication that allow the formation of images, symbols, emotions and feelings in the formation of historical thought.

Phase 1 Historical-meaningful orientation for cultural empowerment in the formation of historical experiences and historical thinking.

Its pedagogical-didactic actions are characterized by the achievement of cultural empowerment in the formation of historical experiences of the pre-university history teacher in relation to historical thinking, with the direct mediation of the professionalizing formative process.

Actions of the first phase:

It is formed by the different actions that are concretized in integrated processes of the teaching-methodological function in its link with the educational and research function overcoming to reach the cultural empowerment that will allow acquiring autonomy and self-determination in the way of acting.

The actions involve the historical-meaningful orientation with the problematizing reflection on the use of diverse sources that have historical training as their center. Likewise, it involves highlighting the importance, ways and procedures to promote the deconstruction of previous knowledge and the reconstruction of new knowledge through learning situations, in order to promote images, symbols influencing emotions and feelings that deepen historical meanings in the formation of historical thought.

Possibility of analyzing the information contained in different sources from the author's intention with respect to the reader, its relation to the historical context, cultural preparation, political-ideological affiliation, philosophical position if declared.

Mediation prepares the professional culturally through guidance by means of a reflective problematizing process that establishes the link between the author, historical context and text to be analyzed from the communication situations.

Complementation of the information with the necessary sources to achieve a greater approach to historical facts, personalities, historical and geographical space in different types of media according to the objectives of the program.

Possibility of contrasting information from these sources with other sources.

Possibilities of designing historical communication situations that allow the retrospective and the projection of historical generalizations according to the demands stated in the different functions, specifically the teaching-methodological one.

System of actions:

Action No. 1. Presentation of the content of professionalization and of the fundamental categories for cultural empowerment in historical management.

Action No. 2. Orienting teachers in culture for the empowerment of the formation of historical experiences through various sources and the construction of historical communication situations.

This action contains:

- The analysis of previous representations or notions of the past to determine the significance achieved and to project both the deconstruction and reconstruction of historical content through communication situations.
- Psychopedagogical reflection to be taken into account in order to link the historical resources to be used with the level of cognitive independence of the learners and their interest in the subject.
- Characteristics of socio-emotional skills and the influence on possible outcomes.
- Reflection on the need for the mastery of historical empathy as a socio-emotional skill to project the use of different sources and historical communication situations.

Action No. 3. Reflection on the methods, procedures, means of teaching history and the role of the sources in the inquiry and problematization for the formation of historical experiences.

- Orientation of the content of the sources in the projection of learning situations or historical communication, in order to establish the relationship between images, symbol-emotion-feeling-cognition in different learning sequences.

Action No. 4. Projection of historical communication situations based on the levels of historical empathy by teachers, according to individual characteristics and differences, in order to propitiate the necessary support systems for their mediation.

5) Projection and concretion of the necessary elements for cultural empowerment in the formation of historical experiences, in order to guide the search and deepening in the sources according to the different forms of teaching organization (classes, practical classes and seminars).

Phase 2. Procedural systematization of cultural empowerment in the formation of historical experiences and historical thinking

The procedural systematization contains the inquiry and reflective process for the planning of the characteristics and potentialities of the sources that contribute to the historical formation according to the content required by the program and the decision making on their selection.

The use of new technologies, the codes, emotions, feelings that the content transmits, which patrimonial sources can be useful, will be taken into account. All of them to stimulate the formation of historical experiences that contribute to historical thinking.

Action No. 1. Assessment of the diverse sources of historical knowledge, their characteristics and potentialities to develop new historical meanings from a new articulation of images, symbols influencing emotions and feelings.

Action No. 2. Selection of descriptive and narrative procedures, as well as anecdotic ones that connote new images, symbols and meanings to stimulate emotions and feelings from the relation methods, procedures and means that contribute to the formation of historical experiences according to the psycho-pedagogical characterization and the level of empathy for the history of the group-class.

Action No. 3. Analysis, interpretation and collective selection of the best practices to be weighted in the pedagogical collective of teachers in professionalization.

Action No. 4. Appraisal of the pedagogical experiences with the necessary sources to the content to develop new senses and mobilize the previous historical representations, with a higher level of depth.

Evaluation stage

Objective: To evaluate the fulfillment of the purpose of the strategy for empowerment in the formation of historical experiences by the pre-university history teacher for the formation of historical thinking.

Characteristics of the third stage:

The evaluation was conceived as a process and result that takes into account the objectives of the previous stages with a system character and allowed the individual and collective evaluation of each of the actions designed in them.

The evaluation was carried out by means of evaluation, co-evaluation and heteroevaluation.

Action No. 1. Verification of the impact of the presentation, structure and execution of the proposed strategy.

For the development of this action, indicators related to the dimensions that were the object of the diagnosis were determined:

- Mastery of cultural empowerment in the formation of experiences and historical thinking achieved by teachers.
- Level of transformation achieved in the way of acting.

This process was initially carried out through the consultation of specialists and the development of workshops of critical opinion and collective construction, with specialists, methodologists and teachers of this education, which were triangulated.

As part of the execution stage, aimed at the exposition, demonstration and justification of their practices, the best demonstrated experiences were taken into consideration as well as the levels of assistance established through shared, cooperative, collaborative, reflective and self-reflective accompaniments among teachers, specialists and directors where they diagnosed, problematized and exchanged pedagogical practices, made decisions, built class projects based on personalized and collective modeling.

Its impact revealed the gradual transformation that was achieved in the way of acting in accordance with the current challenges of the Third Improvement of the National Education System.

Better results were shown with respect to the diagnosis from the cultural empowerment achieved with the procedural systematization, which contributed to establish the relationships to form historical experiences and consequently of historical thinking with the pertinent self-determination in their modes of action.

A higher degree of awareness was evidenced in their preparation incorporated to the personalized modeling and planning with the diversity of methods including the problematics, procedures, means and diverse historical sources, as well as learning activities taking into account the characteristics of their groups/classes.

Conclusions

The elaboration and implementation of the strategy was accepted and recognized by the group of teachers as an instrument of transformation of the practice and contexts, valued as pertinent and adequate by history teachers, directors and methodologists. The evaluation criteria allowed confirming its viability and application in the training process in the innovative theory-practice relationship that supports cultural empowerment for the formation of historical thinking.