

Task learning for the formation of values from letters written by Pedro Agustín Pérez

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ABSTRACT

The current socio-economic context in which the teaching-learning process is developed in universities demands a humanistic formation in ethical values as an expression of commitment with a fairer society and the patriotic traditions of the Cuban people. The objective of this work is to elaborate teaching tasks that enhance Pedro Agustín Pérez's thought in the Cuban History program. Methods such as historical-logical, synthesis analysis, hermeneutic, class observation and interviews were used. The methodological work carried out was able to improve the methodological work of the discipline collective to face the postmodern and neoliberal thought.

Keywords: Teaching tasks; Methodological work; Pedro Agustín Pérez's thought; Disciplinary collective

Introduction

The training of the teaching professional in Cuba is focused on the integral development of students. To this end, a professional's mode of action is designed, characterized by

culture, instruction, education and humanistic training that make capable of becoming aware of and seeking a solution to the problems that may arise in the context that surrounds us.

These elements are part of the contents of the Discipline History of Cuba; which have didactics as a starting point. Its methodological function takes into account the development of academic, scientific and investigative knowledge in the pedagogical, ethical and social competences. This process prepares them to face professional problems, objectives and tasks in the public context and in the Labor Practice.

In this sense, one of the objectives declared in the Model of the professional of the Bachelor's Degree in Speech Therapy Education declares as a professional problem in Plan E the formation of values, attitudes and standards of behavior in correspondence with the socio-historical context and the revolutionary ideals of society, for which it must scientifically direct the educational process in general, and speech therapy care in particular, with a humanistic, differentiated, preventive, corrective-compensatory approach, which responds to the developmental needs of children, adolescents, young people and adults in regular and special education. (Ministry of Higher Education MES, 2022, p. 7)

In this sense, the work is based on inter, intra and transdisciplinarity as holistic and integrative approaches of knowledge and skills necessary for the development of the teaching-learning process. In this way, from the graduate profile to the career programs and disciplines and subjects, a work system is deployed that is strengthened from the methodological work carried out in the department as one of the different levels of management. (MES, 2022, p. 46)

The formation of the professional, at the present time, develops in a socioeconomic context of material shortages, mediated by a cultural war, where the new technologies of informatization and communications play an influential role in the conscience and the brain of the individuals, which has a high degree of distortion in the historical and cultural learning of the individuals; they move him away from his condition of social subject for the change and transformation of the context in which he lives. This is explained by Randy Alonso and Elio Perero Pena, researcher at the Center for International Policy Research (CIPR) in 2022.

The latter specifies that they concentrate on working on the individual's subconscious, achieving in the cognitive process the objective that, from the thinking tanks and information centers, they try to achieve when they launch a war: influence, persuasion and conviction in the individual's subconscious.

Irreversible neural damage has a very precise psychological and political objective, which affects human behavior as it refers to the permanent alteration of perception and behavior of people through continuous exposure to destabilizing messages and propaganda. In this way, it directly influences the student's teaching-learning process because it causes alteration of perception, reduction of concentration, negative impact on memory that affects the retention of knowledge, demotivation and loss of interest in their education.

In this sense, it is necessary to develop teaching tasks where the student develops critical thinking, regenerating ideas that strengthen virtue, the common good, responsibility and humanism as an attitude in professional ethical values that should characterize the professional in pedagogical careers, as well as free choice, as a theory and practice of freedom, and an instrument for learning, self-management of knowledge, interest and motivation to contribute as a competent professional committed to the Revolution, to the construction of a just, full and sustainable society.

This requires the political, ideological and humanistic training of professionals and their improvement through innovative, creative and motivating proposals. The planning of teaching tasks can be very useful in this sense and plays an important role in the student's self-learning; however, from the systematization of the methodological work, it could be perceived that in the design of teaching tasks, the potentialities of Pedro Agustín Pérez's thought that contribute to promote values such as freedom, responsibility and humanism are not sufficiently exploited.

Therefore, the objective of this work is to elaborate teaching tasks from the treatment of Pedro Agustín Pérez's thought that contribute to the formation of values in the professionals of the careers in Education of the University of Guantánamo and thus use activities that promote the active participation of the students, stimulate the debate that helps to internalize the proposed values, the judgment and the decision making in favor of the revolutionary ideas.

Development

In the methodological work as a system, the design of teaching tasks is the line to be investigated. Its study is based on the word “task” of Arabic origin, which comes from the word “*tariha*” meaning work or work. Therefore, it consists of a “doing” that demands effort to perform it, in a generally limited time; it is a form of cognitive activity that requires the student's self-preparation. In the field of Pedagogy and Didactics, the terms teaching task, learning task, instructional task, school duty, among others, are used. All of them have in common that they refer to the activities performed by a student with a view to learning.

In this sense, Zilberstein and Olmedo (2014) state:

The realization of learning tasks is in function of the objective, content and methods, a system of actions and operations performed by students under certain conditions such as planning, organizing and proposing alternative solutions that require an intellectual effort in the active search for knowledge and essence, will favor the transfer of what has been learned. (p. 45)

For Alvarez de Zayas (1989), student learning is closely related to the way in which the teacher designs the class, which must achieve the cognitive independence of his students, and affirms:

In the teaching process there is a dynamic and complex set of activities of the pedagogue (teaching) and of the students (learning), with a view to achieving the objectives. The activity of learning refers in the first instance to cognitive activity, and its development or activation consists in the search for cognitive independence in the learners. (p. 51)

In this way, the aforementioned author presents the learning activity as a way to achieve the cognitive independence of the students where he also specifies that:

The teacher must prepare activities aimed at achieving independence and in pedagogy it is related to the freedom of choice of ways and means of performing

tasks. This concept leads us to look for a concrete representation, of a pedagogical nature, of the independence of students in the teaching process. (1989, p. 51)

Here it is evident that from the planning stage of the tasks, the teacher should consider as an idea the student's possibility of how to perform them freely and autonomously, which contributes to the strengthening of his cognitive independence from the self-management of learning.

It is assumed that the teaching task is the cell of the educational teaching process, Álvarez de Zayas (1989, p. 106). From the didactic aspect, the teaching task is a link in the teaching-learning process (PEA) where objective, content, methods, means and evaluation converge; it can be used in different forms of organization of the PEA and it integrates the activities of the teacher and the student in a feedback process that allows its permanent improvement and updating.

In this way, the teaching task for the formation of the professional in the Careers in Education is a reflection of the humanist teaching practice based on the dialectical materialist method. It's essential objective is the integral development of the personality in a holistic way.

For the design of teaching tasks, it should be taken into account that they should be varied, sufficient, differentiated, contextualized, flexible, motivating and developmental; characteristics that should be fulfilled when using them in the teaching-learning process of certain content of the Disciplines that favor the formation of values.

In addition, it is necessary to emphasize specific or specific logical thinking skills of the science or profession in the teaching process, study or self-management of knowledge, among which we can mention analysis synthesis, induction deduction; which in turn favor interpretation, evaluation, and study with the works of the classics, summarizing and comparing.

Among the general objectives of the use of teaching tasks can be raised:

- To develop skills with bibliographic sources.
- To develop research skills based on the search for theoretical references.
- To facilitate the assimilation of knowledge on the basis of an active participation of the student in this process.
- Reinforce attitudes and values in correspondence with those designed in the

professional's profile.

- Stimulate the use of learning strategies, as well as the development of study skills and habits of self-organization and self-control.
- To develop cognitive independence, motivation, creativity and interest of the professional in training, through self-management of knowledge.
- To prepare the student for the recovery, transfer and application of the contents.

The improvement of the methodological work for the teaching of the Disciplines Marxist-Leninist Philosophy and History of Cuba and its subjects, makes it possible to deepen the requirements for the design, selection and control of the Teaching Tasks, moment in which attention is paid to the achievement of the objectives and the quality of learning. For this purpose, the cognitive tasks assigned in the independent work guide should be reviewed during the development of the class.

Among the aspects that qualify the learning activity should be considered the depth of the answers, the creativity of the student in the acquisition of knowledge during the independent work, the skills developed in the determination of the essential and the general in the application of the particular of the oriented content, the elaboration of content cards, schemes, diagrams, synoptic tables, definitions, summaries and reports and application of concepts and procedures. The elaboration of teaching aids, solution of a problematic situation of science or social practice, use of educational technologies, development of creativity and others that the teacher considers necessary.

In order to design the teaching tasks that contribute to the formation of values in the professionals of the careers in Education of the University of Guantánamo from the treatment to the thought of Pedro Agustín Pérez, the following methodological indications are suggested:

THEME 4: SPIRITUAL PRODUCTION, SOCIAL CONSCIENCE AND ITS FORMS.

Objective: To value the importance of the Marxist understanding of the individual-society-freedom-culture relationship as an unavoidable theoretical and practical problem in today's world conditions.

Content: Role of ethical values in the development of humanity. Meaning of freedom as a value in the solution to professional problems, from the epistolary of Pedro Agustín Pérez between 1878 and 1898.

Organizational form: Lecture

Methods: Problematic teaching

Procedures: Induction deduction and abstraction and concretion.

- ✓ To characterize the historical context of Guantánamo in which Pedro Agustín Pérez's thought is radicalized.
- ✓ Explain the process of radicalization of thought.
- ✓ To value the role of freedom as a value from the epistolary of Pedro Agustín Pérez.

Task # 1

Pedro Agustín Pérez was a young man who faced the decision to go ahead with his ideas of fighting for the defense of his homeland or to comply with the expectations of his parents and friends not to get involved in political activities.

- a) Reflect on the attitude assumed by Pedro Agustín Pérez during 1878 and 1898.
- b) What is your opinion about it?
- c) What do you think you would have done in his position?

Task # 2

Pedro A. Perez and the liberators under his command were denied entry to the population, on August 8, 1898, to war correspondents of the Herald newspaper of New York, to inform the American public opinion of their position on the difficult times that Cuba was going through: If our independence is not assured now, it is my desire to continue fighting for it thirty years more, if necessary. The Cuban army has not been fighting for annexation or for the domination and control of the United States. Our fight has been for independence and the Cuban army is not satisfied with anything else. (P.A. Perez, personal communication, August 11, 1898)

- a) How do you evaluate the attitude of Pedro Agustín Pérez based on the meaning of freedom as free choice?
- b) Do you consider that this idea is still valid today? Why?

Task # 3

Evaluate the attitude that Pedro Agustín Pérez assumes when he says: [...] In the past, more than 20 years ago, I wore the uniform that you wear today, however, the criminal

policy of the Spanish Crown led me to rebellion and I fight in the defense of a cause that I consider just. (P. A. Pérez, personal communication, April 28, 1898)

Task # 4

Pedro Agustín Pérez was influenced by the ideas of the leaders who led the independence wars of 1878 and 1898. That is why he makes clear in a radical way his condition as a Cuban.

- a) How do you interpret the idea of being Cuban from the position of Pedro Agustín Pérez?
- b) Write a one page letter where you express the meaning of the concepts homeland, freedom, emancipation, conscience, ethics, morals, principles, values, and neoliberalism.

Task # 5

Pedro Agustín Pérez makes his position clear when he says: In the conscience of the people, General, I have dedicated the greatest efforts of my life to fulfill my duties as a soldier, and as a leader I have counted on a courageous and disciplined force for which no undertaking is impossible. My homeland is that of Céspedes, Maceo and Martí. Spain has long since lost the ancestry of its past. (P. A. Pérez, personal communication, April 28, 1898)

- a) From what has been studied as a materialistic conception of history, what is the role of conscience in the development of society?
- b) Argue with four elements why Pedro Agustín Pérez rejects Spain as his Homeland and assumes that of Céspedes, Maceo and Martí
- c) How do you interpret the concept of Homeland?

The design, selection and use of teaching tasks from the treatment of Pedro Agustín Pérez's thought is a way for the teacher to influence the ways of acting and the solution to professional problems from a solid ideological political position that fosters sensitivity, freedom, responsibility and humanism of the professional of the Education careers at the University of Guantánamo.

The teacher will plan the evaluation of the tasks according to the objectives, contents, methods and procedures to be worked, promoting self-evaluation, co-evaluation and heteroevaluation, which will make it possible to develop criticism and self-criticism

among them and the understanding of perfecting the learning methods and styles that contribute to the eradication of difficulties identified during this process.

Conclusions

The teaching task constitutes the fundamental cell of the teaching-learning process and offers the possibility of attending individually and in groups to the student's cognitive activity.

Through an adequate design of the tasks, it is possible to strengthen values and modes of action that develop the interest and motivation towards the role he plays in the development of society once he is trained as a pre-professional.

The teaching tasks designed contribute to the strengthening of the learning activity, the student's creativity, development of logical thinking skills through the elaboration of content cards, schemes, diagrams, synoptic tables, definitions, summaries and reports and application of concepts and procedures. The elaboration of teaching aids, solution of a problematic situation of science or social practice, use of educational technologies, development of creativity and others that the teacher considers necessary.