

MENDIVE



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The humanist formation of the primary teacher: Cuban experience

La formación humanista del maestro primario: experiencia cubana

A formação humanista do professor primário: experiência cubana

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ABSTRACT

The humanistic training process of the primary teacher is a necessity in the face of the challenges imposed by the current moments in order to achieve a more just, equitable and inclusive society, which requires taking advantage of the potential offered by the teaching-educational process from the demands of the model of the professional. During the

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improvement of the initial training process, several generations of study plans have been applied, in which their transversal nature and their impact on the dissimilar career processes can be appreciated, taking into account the economic and sociocultural changes that have taken place both in the national and international context. The present review article aims to characterize the historical evolution of the humanistic training process in students of the Bachelor of Primary Education career, through the use of the historical and logical method, the documentary analysis and the analysis and synthesis procedures and the induction and deduction. As a result of the study carried out, the main features of the humanistic training process of the students in the different study plans of the Bachelor of Primary Education career were determined. The investigation carried out allowed to conclude that humanistic training is a process that implies the development of knowledge, skills, convictions, modes of action with a humanistic sense, love of the human being and the profession, that guides its transformative and educational activity and that it should be intentional, systemic and contextualized to the object of their profession and professional pedagogical problems.

Keywords: humanistic training; initial training; primary teacher.

RESUMEN

El proceso de formación humanista del maestro primario constituye una necesidad ante los retos que imponen los momentos actuales, en función de lograr una sociedad más justa, equitativa e inclusiva, lo que requiere aprovechar las potencialidades que brinda el proceso docente-educativo desde las exigencias del modelo del profesional. Durante el perfeccionamiento del proceso de formación inicial, se han aplicado varias generaciones de planes de estudio, en los que se aprecia su carácter transversal y su impacto en los disímiles procesos de la carrera, teniendo en cuenta los

cambios económicos y socioculturales que han tenido lugar, tanto en el contexto nacional como internacional. El presente artículo de revisión tiene como objetivo caracterizar la evolución histórica del proceso de formación humanista en los estudiantes de la carrera Licenciatura en Educación Primaria, mediante el empleo del método histórico y lógico, el análisis documental y de los procedimientos de análisis y síntesis y la inducción y deducción. Como resultado del estudio realizado se determinaron los principales rasgos del proceso de formación humanista de los estudiantes en los diferentes planes de estudio de la carrera Licenciatura en Educación Primaria. La indagación efectuada permitió concluir que la formación humanista es un proceso que implica el desarrollo de conocimientos, habilidades, convicciones, modos de actuación con un sentido humanista, amor al ser humano y a la profesión, que oriente su actividad transformadora y educativa y que debe ser intencionada, sistémica y contextualizada al objeto de su profesión y a los problemas profesionales pedagógicos.

Palabras clave: formación humanista; formación inicial; maestro primario.

RESUMO

O processo de formação humanística do professor primário é uma necessidade frente aos desafios impostos pelos momentos atuais para se chegar a uma sociedade mais justa, equitativa e inclusiva, o que requer o aproveitamento das potencialidades oferecidas pelo processo ensino-pedagógico a partir de as demandas do modelo do profissional. No processo de aperfeiçoamento do processo de formação inicial, foram aplicadas várias gerações de planos de estudos, nos quais se pode apreciar a sua transversalidade e o seu impacto nos processos díspares de carreira, tendo em conta as transformações económicas e socioculturais ocorridas tanto no contexto nacional e internacional. O presente artigo de revisão tem como

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objetivo caracterizar a evolução histórica do processo de formação humanística em alunos da carreira de Licenciatura do Ensino Básico, através da utilização do método histórico e lógico, da análise documental e dos procedimentos de análise e síntese e da indução e dedução. Como resultado do estudo realizado, foram determinadas as principais características do processo de formação humanística dos alunos nos diferentes planos de estudos da carreira de Licenciatura no Ensino Básico. A investigação realizada permitiu concluir que a formação humanística é um processo que implica o desenvolvimento de conhecimentos, competências, convicções, modos de ação com sentido humanístico, amor ao ser humano e à profissão, que norteia a sua atividade transformadora e educativa e que deve ser intencional, sistémica e contextualizada ao objeto de sua profissão e aos problemas pedagógicos profissionais.

Palavras-chave: formação humanística; treino inicial; professor primário.

INTRODUCTION

The training of the education professional is a necessity to achieve the integral and harmonious development of society. Historically, the training of future generations of trainers of trainers has been a matter of concern for researchers and international projects and institutions. Organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization of Iberia-American States (OIE) are currently promoting studies, research, conferences and publications on the need to join forces in this regard.

The 2030 Agenda, adopted by the General Assembly of the United Nations

(UNO), recognizes in objective 4 the need to ensuring the inclusive education, equitable and quality and promote learning opportunities throughout life for all the children and young people, regardless of where they live . To this end, target 4c states: "By 2030, significantly increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially the least developed countries and small island states in developing countries in growth".

For Cuban society, from its origins the training of teachers has been a permanent task. Throughout the historical process, the Cuban teaching profession is distinguished by its dedication to the education of the new generations. After the triumph of the Cuban Revolution, qualitative leaps are evident in the educational system.

The teacher is an essential professional for society, this has been evidenced from past centuries; Great Cuban thinkers have referred to the role that the primary teacher should play in the formation of the new generations. The outstanding pedagogue Enrique José Varona Pera points out that "(...) who says teacher, says guide. And the guide is the best, he is the one who has gone far and more frequently, along the path that he has to teach to travel (...) our teachers should be men dedicated to teaching how to learn, how to consult, how to investigate" (Varona, 1927, p.80).

According to Bonilla (2017), the primary teacher:

(...) Has as a social task the integral formation of the youngest generation to whom it teaches the first letters, opens the way to the knowledge of the National History, its facts and heroes, endows it with basic cognitive, affective and attitudinal tools that

allow them to continue their studies to carry out the development of Cuban society. In addition, it influences the families of its students and the community in which it develops its work (p.1).

This professional must be characterized by a high sense of humanism, as he aspires to the integral development of the personality, to the full realization as a human being and to the cultivation of his sensitivity, endowed with the best values and traditions, for the construction of the economic, political and social model to which the country aspires.

Humanism as a conception of the world is dialectically understood as a system of ideas and values, centered around the formation of a new type of man, through the consideration of dignity, freedom, education, reason, full realization and the transforming capacity of human beings, typical of a given historical period, and in correspondence with a certain ideal of society (Guadarrama, 2001).

As Mendoza (2005) asserts, in Cuba this conception finds fertile ground from its articulation with the tradition of revolutionary thought and practice, in which man becomes a common thread. Although there are numerous examples, it has its fundamental pillars in the theoretical and practical work of José Martí, Ernesto Guevara and Fidel Castro.

The Director for Program's Education System Values of the Revolution Cuban defines humanism as "The consideration, sensitivity and esteem with humans as the value of society, in which talent are integrated, feelings and the will, to transform reality with his work and with himself; that has infinite potential to grow, create and fight for human, social and environmental improvement" (Mine d, 2012, p.6).

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Moreover, Hernandez, Ferro (2015), raises in his article that humanism:

(...) Can be dialectically understood as a system of ideas and values, centered on the formation of a new type of man, from the consideration of dignity, freedom, education, reason, full realization and the transforming capacity of human beings, typical of a given historical period, and in correspondence with a certain ideal of society.

The analysis carried out so far makes it possible to elucidate that humanism overflows the borders about knowledge about man, goes beyond the limits of sensitivity and concern for the human; it is more than the study of the humanistic sciences and the understanding of the behavior of the humanity. It is a way, a way of being and doing of the human being, in which he acquires a more integral vision of himself and his world. The relationship between the concepts addressed is intrinsic and essential; outside the theoretical - conceptual framework it is impossible to separate them, since they are of the same nature.

The analysis of these elements makes it possible to point out humanistic training as one of the most pressing social demands made to Higher Education, a justifying reason for its presence in the university and its processes, which are integrated into education as the most general in this type of teaching, according to its theoretical and systematic level and, in addition, to the type of institution where it is developed.

There are several authors who have approached the concept of humanist training in dissimilar ways, from different research interests and specific points of view. Such is the case of Mendoza (2005), Chacon (2006), Hernandez and

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Ferro (2015), Hernandez and Infante (2015), Loret Mola, Pino and Nordelo (2015), Rodriguez, R. (2015), Sánchez, A. (2015), Arias (2016), Castro, Delgado and Espinosa (2016), Escamilla and Quintero (2016), Güemez and Chang (2016), Malpica, Plata and Ramírez (2016), Molano (2016), Ortiz, López and Álvarez (2016), Ortiz, Izaguirre and Alejandro (2018), Pérez (2016), Sánchez and Pérez (2017), Rodríguez R (2018), Cabrera (2018), Lastres (2020), Espinoza, Caamaño, Aguilar, Aguilera, Cuenca and Flores (2020) and Pérez, Rodriguez and Acirino (2020).

These scholars, from their perspectives, offer valuable elements for the research that is carried out. In general, they agree that it is the appropriation of comprehensive knowledge about the nature of man and society, aimed at cultivating spirituality and sensitivity to human problems, as well as the search for ways to its happiness.

In this sense, when carrying out a partial assessment, the meaning of humanistic training is specified in the active participation of the student, in learning, in communication and cooperation processes, in the development of critical and reflective thinking that encourages the cognitive and affective approach and the connection of knowledge with the ability to develop certain attitudes and behaviors.

The analysis of the concept of humanist training allows defining "man and his human fulfillment" as a central idea, which is why it is affirmed that humanism constitutes the content of humanist training, which is why it is essential to analyze the relationship among both and evolution of the first in the course of human history. It is considered, therefore, that the humanistic training process goes through stages, in which the student acquires superior qualities in their preparation in terms of knowledge, skills and values

that correspond to the Professional Model to be achieved.

Mendoza (2005) insists on humanist training, which from its theoretical-practical essentiality, is understood as:

(...) The training in students of a system of knowledge, skills, feelings, values, convictions, which is based on a dialectical-materialist methodology and a cultural and personological approach, aimed at the integrality of knowledge, the cultivation of sensitivity and spirituality, to the interpretation and explanation of the historical, social and cultural processes related to man, as well as the development of a style of thought and action based on the transformation of reality.

It is based on the integral knowledge of man and the world in which he lives, in the understanding of the meaning of human life and the multifaceted nature of its realization. For this reason, it is expressed, above all, in a cultural conception and in an axiological approach (p.11). For the purposes of this research, this definition is matched.

What it has been raised so far, reaffirms the need to reinforce the humanist component in the initial training of the Education professional, understood in this process, according to Chacón, as "A set of knowledge, professional skills, ideological values inherent to the profession, methods and work procedures that allow the student to develop ways of relating and acting with a humanistic sense (esteem and consideration of the human being, love of the human being, love of the profession), which guides their transformative and educational activity" (2006, p.9).

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Consequently, the analysis of these criteria allows defining the humanistic formation in the students of the Bachelor of Primary Education career as:

... the systemic transformation that groups in a dialectical unit, the instructive, educational and developer experiences that the student experiences by appropriating a system of knowledge, professional skills, ideological values inherent to the profession, methods and work procedures, which allow them to develop ways of relate and act with a humanistic sense (esteem and consideration of the human being, love of the human being, love of the profession), which guides its renovating and educational activity based on the different components of professional training with a marked social commitment (own elaboration, 2020).

Despite constituting the humanistic training of the primary teacher an important issue and in a general way being implicit in the study plans, teachers in pedagogical faculties do not always take advantage of the potential offered by the different processes that are developed in said institutions and in the university and non-university communities. The possibility for humanistic training is regularly attributed to the curricular activities of subjects in the area of humanities and social sciences.

In the development of this research, the analysis of documents, bibliographic sources and works of researchers who

have addressed the subject is used. They Are being analyzed normative documents of different curriculum of the Bachelor career in primary education as the Plan of the teaching process (PPD), or methodological Guidelines, model of the professional curriculum D and E, as well as programs of disciplines and subjects. Theoretical methods such as the historical analysis, logical analysis, synthesis and induction and deduction prevailed. It is assumed the dialectical - materialist method, which enables the study of the process of humanistic education in the career Degree in Elementary Education in the different curricula.

It is a crucial mission for the future teacher to achieve high preparation due to the importance of their influence on the educational work of generations of Cubans, so this article aims to characterize the historical evolution of the humanist training process in the students of the Bachelor of Primary Education career.

DEVELOPMENT

Evolution of the humanistic training process in students of the Bachelor of Primary Education career

The revolutionary victory in January 1st, 1959 produce radical changes in all orders, so the Education and Revolution become a dialectical unity in the effort to build a fuller society and a happier man.

The Literacy Campaign is a necessity and to eradicate illiteracy, a political, social and human commitment. Thousands of teachers are trained through various plans and routes: emerging courses, brigade of volunteer teachers "Frank País", degree plans, concentrates of primary teachers in different regions and the regular training of teachers in the institutions Minas de Frio-Topes de Collantes -Tarará.

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In 1964 the Pedagogical Institutes emerged as pedagogical faculties that were integrated into the three universities that were then in the country: Havana, Las Villas and Oriente. These centers, in their evolution and improvement, play a role of the first order, their roles multiply with the challenges of the new times, but they did not attend to the training of the primary teacher.

For the training of primary teachers, starting in 1968, training schools were created in each province, which was attended by students with completed sixth grade.

It is a priority, based on the needs of the country and the interest marked to build a nation of men of science, the preparation and improvement of teachers and the restructuring and qualitative improvement of the National Education System (SNE), aimed at ideopolitical and professional training of the Cuban teaching. For the purposes of teacher training, its achievement on Marxist-Leninist and Marti bases is reaffirmed; Ideopolitical and professional education occupies spaces of the first order in the different study plans.

In the year 1976 a new structure and curricula in the Training and Development subsystem of the Teachers is established. Pedagogical Schools are entered with the ninth grade and their study plan includes for the first and second year, the subjects that are developed at the pre-university level. In the specialization cycle they receive the subjects that are currently being developed in both cycles of Primary Education.

As a continuity of the process initiated, the policy directed towards education is reaffirmed and a call is made to achieve a higher quality of the teaching-educational process. The national seminars of the Mined of the 1980s specify the priority of ideopolitical

education in the work of teachers, of particular importance are those held in 1981 and 1982.

In Higher Pedagogical Education, the Bachelor's Degree in Primary Education begins in the 1979/1980 school year, only for practicing teachers, in the Course for Workers (CPT). The opening of the career responds to the need to guarantee a higher level in the scientific, pedagogical and methodological preparation of the teacher, to form the personality of primary schoolchildren. In the first training model applied in the career, the groups are organized by areas of knowledge: Sciences and Humanities, in correspondence with the subjects taught in the second cycle of Primary Education.

In addition, attention is paid to the development of activities of a patriotic nature, which contribute to their humanistic and professional training. As part of the educational improvement that has been carried out since 1985, the disciplines and subjects included in the study plans of the Bachelor of Primary Education in the CPT are in correspondence with the changes that have occurred at the primary educational level.

Again in 1986, the call to raise the quality of education in all orders and to rectify mistakes made, which also had their reflections in the SNE, became evident.

The bibliographic consultation of authors such as Ferrer, Roque and Pérez (2016); Bonilla, Breijo and Cruz (2017); Castro, Sierra, Valdés, Cardoso and Carmenate (2017); González and Recio (2017); Gallardo and Castillo (2018); Castro and Sierra (2018); Camacho (2018); Rodríguez and Ferrer (2018), among others and analysis of policy documents, allow to distinguish key moments that characterize the process of formation of the student in the career Bachelor of Primary

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Education. These researchers approach, from different angles, the training of this professional in the different study plans, but the humanistic approach is not intended.

The humanist training process: a critical look at the different study plans

In the course 1988/1989 Regular Day Career Course starts (CRD) with the implementation of the Plan of Study A, consisting of disciplines and subjects of general education, teaching and the exercise of the particular profession training. Although subjects are taught in this curriculum that enable humanistic education as Marxism -Leninism, Children's Literature, Reading and Assessment Literate, Martianos Workshop texts, Musical Education, Plastic Education, History of Cuba, among others, It is not explicitly declared its contribution to the humanistic training of students.

In the analysis of the programs of these subjects, it is determined as regularity that the intention to contribute to the political and ideological formation is not explicit, giving the disciplines of Marxism - Leninism and History of Cuba the responsibility of fulfilling these objectives. The treatment of the contents from the academic point of view predominates and links are not always established in a systematic way with the educational reality for which the professional is trained.

The Study Plan B applies in the 1990- 1991 school year, in which the conception remains of disciplines and subjects and the trend continues to not make explicit the need to promote humanistic education of the student from

treating their knowledge systems, as well as providing models of action in this regard. This has a negative impact on the process of humanistic training and professional training. The issue of education in values takes on great significance, but no guidelines are drawn on how to fulfill this purpose.

In this study plan there are changes in the practical - teaching training system from the first year of the career. A guiding role is assigned to the disciplines of general pedagogical training and teaching methodologies, which facilitates the establishment of links between the content received in the subjects and their methodological treatment in Primary Education.

In this study plan there is a predominance of the academic; the teacher plays the fundamental role in the transmission of knowledge, which does not favor the formation and development of knowledge, skills, values and modes of action in favor of the well-being of the human being. Furthermore, although terms such as "preparing the young person for life" or "formation of humanistic values" are beginning to be treated, there is no clarity about how to intentionally develop the educational aspects of the teaching - learning process, nor of the formative process of humanism.

The extracurricular activities carried out in the intra- and extra-university settings lack, for the most part, of a systemic approach and an intentional planning that fosters humanistic training, despite the potentialities of the content of the subjects in the study plan and the possibilities to carry out extra-educational activities aimed at this objective. The influence of other educational agents and agencies in this sense is insufficient and often spontaneous, which limits an adequate direction of the teaching - educational process.

In 1987, as part of the educational policy, the overvaluation of the instructive and academic to the detriment of the formative was analyzed, an aspect that affects the quality of the teaching - educational process and the formation of an integral culture in the students. The improvement of the methods and styles of work and management of pedagogical processes is the object of systematic analysis.

These analyzes provoke changes in the educational work of the higher pedagogical institutes of the country, since it is in those institutions where the teachers in charge of educating, in the new generations, the feelings of love towards humanity and instilling in them the desire to fight for the development of the well-being of the human being.

As a consequence of the improvement of the SNE and, based on the identification of the insufficiencies in the study plans A and B, the cultural and political level of the population and the new requirements for the training of teachers, the Study Plan Cis designed, whose backbone is work practice. This is implemented the school year 1992- 1993 and it is qualitatively superior to the above, to the grounded in basic principles that guarantee a solid politic - ideological, pedagogical and psychological preparation, as well as the formation and reinforcement of professional motivation, training on the job and for work.

In the organization and internal dynamics of this study plan, the adoption of the three basic components for initial training is novel: academic, labor and research in close relationship, which facilitates the appropriation of the modes of professional performance in the students. In addition, we have into account the views and humanistic values for thought and university praxis.

In this study plan, the disciplines and subjects of the previous study plan are maintained. Subjects such as Reflection and debate are included in all semesters,

Children's Literature, Civic Education and Ethics and Martian Ideology, constituting foundations of the program of the subjects

the ethical- humanist formation of the future professional of education. In this study plan, the need to promote humanistic training in undergraduate students is made explicit, but the trend in the pedagogical group of not taking advantage of the potentialities of these and other subjects in the integration of knowledge and modes of action is maintained in the curriculum to contribute to humanistic training.

One way to contribute to humanistic training is in the implementation of the educational strategy of each career. The career group, despite having this instrument for educational work, continues with the tendency to prioritize academics to the detriment of the necessary comprehensiveness, both in its projection and in relation to other components. The training elements are implicit in actions that continue mostly general and also lack independence and originality, as plans are with little creativity.

Despite the fact that some actions contribute indirectly or tangentially to the formation of conceptions and modes of action that express respect for the dignity of the human being, their planning is not carried out with intent, by exalting the importance of knowledge and minimizing the form of acting of men, as well as the relationships that are established between them.

The links with the extra-university context arise in a central university extension strategy, which must be specified in the extension strategies of the faculties and careers. These strategies were characterized by verticality, lack of originality and little intentionality with respect to humanist training.

Among the courses 2001- 2002 and during 2009 - 2010, the study plan C

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undergoes major adjustments, given the needs of primary teachers in the country. It adopts at the moment a modular conception, structured in four large areas that integrate the 40 subjects of the career and are developed in blocks, with a direct presence in the first year in the Universities of Pedagogical Sciences (UCP) and in conditions of universalization, starting from the second to the fifth year. In this study plan, an important role is given to the Micro universities, in which the training process is continued, together with the tutors and professors of the UCP, as established in the documents that regulate the adjustments to these study plans.

However, it not conceived systematically the use of strategies by teachers, allowing the use of methods in order to develop a humanistic training in students.

The new generation of curriculum study plans called Plan D begins to be applied during 2010 - 2011, after validation performed leading to changes in the system of primary teacher training.

As one of the general objectives that are pursued is:

Demonstrate with its example and daily action the system of knowledge, values and ideological, political and cultural preparation, in defense of the educational policy of the Communist Party of Cuba and the Cuban State, taking into account the needs of an environmental culture for socio-economic sustainable development and the best pedagogical experiences, as well as the principles and norms of the ethics of the educational professional, which allows students to form revolutionary,

patriotic, civic, supportive and anti-imperialist attitudes, and of love to work (Mined, 2010, p. 9).

As it can be seen in this objective, the process of humanistic training in students is implicitly favored.

The Teaching Process Plan (PPD) is organized taking into account the base curriculum, its own and the optative elective. The General Pedagogical Training discipline constitutes, together with the integrative discipline (Investigative Labor Training) and Primary School Didactics, the backbone of the career. These base the way of acting of the professional and orient it towards the elevation of the pedagogic integral culture, and the ideo- political and moral qualities. In addition, it favors the acquisition of knowledge and the development of skills to direct the teaching - educational process, which favors the humanistic training process.

This study plan also conceives other disciplines such as: Study of Nature, Linguistic and Literary Studies, Mathematics, Art Education, Marxism - Leninism, History of Cuba and Preparation for Defense, among others, aimed at establishing intra and interdisciplinary articulation nodes, that develop knowledge, skills and values based on their corporate purpose. However, these subjects do not always take advantage of the potential of their contents that contribute to humanistic training.

In addition, in the methodological orientations of the career, when characterizing the disciplines, the need to develop the comprehensive general culture of the students is raised. For this, it is proposed to carry out activities that promote debate, reflection, the culture of dialogue and prepare future teachers to assume responsibly the role that corresponds to them in the current social context.

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Despite the above, there are advances in the development of general, professional, investigative and study skills that contribute to the humanistic training process in students of the Bachelor of Primary Education career, although in a certain way these are more appreciated in a merely descriptive sense, with little intention, which remains in the discourse, but which must be put into practice through its assumption and incorporation into the value system that it is intended to consolidate, which must necessarily be manifested in the modes of action, both individual as professional.

Pedagogical work in extracurricular activities rises. The idea of spaces for the promotion of culture is strongly pursued, the concept of healthy recreation is approached with greater comprehensiveness and scientificity, activities aimed at transforming the sociocultural context are projected from the place occupied by the university and the role played by students and teachers.

It is valid to clarify that, due to the content of the career itself; the activities that materialize implicitly affect humanistic training. An example of what it has been stated is made up of visits to historical places and those of economic and social importance, the teaching of topics of interest, book launches, morning sessions, amateur festivals, cultural galas and the celebration of historical dates.

However, a lack of intentionality is evident from the career, since the potentialities they offer are insufficiently exploited. The extracurricular activity, although it shows superior with respect to the previous stages, continues to present lags of incoherence, informality and spontaneity. Added to this are signs of apathy in the planning of these types of actions, as well as a lack of systematicity and intentionality in which they are carried out.

It begins in 2016 during 2017 the implementation of the curriculum E, starting from the validation developed to the curriculum D. This new curriculum, as provided in documents policy of the MES, assumes "an integrated approach of the three moments of professional training: initial training, preparation for employment and postgraduate training, which strengthen the preparation of graduates in correspondence with location needs" (MES, 2016, p.7).

As one of the General objectives of the model Professional to which we aspire in this curriculum, it is set to "demonstrate by example and action system knowledge, values, political, ideological, environmentalist and cultural preparation, defending the educational policy of the Communist Party of Cuba and the Cuban State" (MES, 2016, p.4).

Consequently, the system of values to be developed in the students of the career is governed by the Director Program for Education in the System of Values of the Cuban Revolution, as well as those of the profession. Likewise, students are expected to assume a moral commitment to the principles of the Cuban Revolution, to the ideology of Martí, Marxism - Leninism and the thought of Fidel Castro and Ernesto Che Guevara, manifested in patriotism, solidarity, humanism and intransigence in the face of any form of exclusion, discrimination or impairment of human dignity, as stated in the normative documents of the MES (2016).

The comprehensive training of students is manifested in the study plan from a humanistic conception, which guarantees the achievement of a competent professional, with ethical and social responsibility, possessing qualities, attitudes and values that allow an active, critical and transformative participation to fulfill its social mandate; but it still do not intent in the way to be addressed.

The extracurricular activities that are developed are aimed at completing

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curricular activities and carrying out the university extension strategy at the career and collective level of years; not always intent the significance for training students of knowledge, skills, beliefs, feelings and values aimed to the cultivation of spirituality and creativity depending on the profession.

In summary, it can be specified that in the different study plans (A, B, C, D and E in transit) the transversal nature of humanistic training and its impact on the different processes of the Bachelor of Primary Education career is appreciated, where it plays an important role, not only in its academic preparation, but also in its political- ideological and cultural preparation as a function of the transformation of the environment that surrounds it and its social mandate; However, it is not intentional, systemic, and contextualized to the object of their profession and to professional pedagogical problems, which has a negative impact since the teacher is the most responsible for the educational influence of the new generations.

CONCLUSIONS

With the triumph of the Cuban Revolution, for the first time, the individual is placed at the center of attention, for which a scientifically and politically trained personnel are needed to promote the radical transformations established by the revolutionary government.

In Cuba, the humanism constitutes the nucleus of an ideo-cultural conception, expression of the Cultural identity development and of the Ideology of the Cuban Revolution under current conditions. The humanist tradition has its fundamental pillars in the theoretical and practical work of José Martí, Ernesto Guevara and Fidel Castro.

The training of the primary education professional in Cuba, after the revolutionary triumph, has gone through different study plans, supported by the best pedagogical traditions on Marxist- Leninist and Marti bases, in which the transversal nature of the humanist training is appreciated. Although, in not always an intentional, systemic and contextualized way.

Humanistic training is a process that implies the development of knowledge, skills, convictions, modes of action with a humanistic sense, love of the human being and the profession, which guides its transformative and educational activity and that must be intentional, systemic and contextualized to the object of his profession and professional pedagogical problems.

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