

Concepción Uberlinda Naranjo Caboverde. Her contribution to the training of the Physical Culture professional
Concepción Uberlinda Naranjo Caboverde. Su contribución a la formación del profesional de la Cultura Física

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ABSTRACT

The present research aims to elaborate a biographical material containing the contribution of Dr. C. Concepción Uberlinda Naranjo Caboverde to the training of the Physical Culture professional in Guantánamo. In it, a characterization of the current state of the level of knowledge that the students and professors of the faculty have regarding the life work of the Doctor under study is carried out. For the development of the research, theoretical methods such as historical-logical, analysis and synthesis, induction and deduction, systemic-structural documentary analysis and theoretical systematization were used.

Keywords: Professional training; Physical Culture; Physical education; Biographical material

RESUMEN

La presente investigación tiene como objetivo elaborar un material biográfico contentivo de la contribución de la Dr. C. Concepción Uberlinda Naranjo Caboverde a la formación del profesional de la Cultura Física en Guantánamo. En la misma se realiza una caracterización del estado actual del nivel de conocimientos que poseen los estudiantes y profesores de la facultad en cuanto a la vida obra de la Doctora objeto de estudio. Para el desarrollo de la investigación se emplearon métodos teóricos como el histórico-lógico, análisis y síntesis, inducción y deducción, análisis documental sistémico-estructural y sistematización teórica.

Palabras clave: Formación del profesional; Cultura física; Educación física; Material biográfico

INTRODUCCION

At some point, being a man has been interested in knowing the lives of people who have stood out for their social work. This stimulation must be used so that human beings approach the study of relevant personalities, from a humanistic point of view.

Historical personalities do not emerge naturally and, in this process of evolution, it is necessary to know the activity displayed by them in their time, for a better understanding of their significance, which can turn them into social models of action to follow for cultural and cultural training. identity values in the new generations. Hence the need for its study in the current Cuban school.

In this sense, Lolo and González (2009) suggest that, in the case of historical personalities, we must pay attention to the link with the masses and their mobilizing capacity. (p.79)

The authors Guzmán, Pérez and Buenavilla (2009) cited by (Núñez, 2019, p.1) assert that, in current Cuban science, there is a tendency only to biograph and describe without evaluating the personalities studied and it is not demonstrated why they are representative of a given historical period.

Mulen (2015) asserts that this study is carried out following descriptive-evaluative, analytical-evaluative and evaluative-comparative criteria, using scientific methods that allowed obtaining data and information.

According to Federico Engels (1881), this type of research is based on dialectical and historical materialism and taking into consideration the nature of historical research. (p.247)

According to the model proposed by (Romero, Álvarez and Lolo, 1997, p.25), which can be used not only in the subject of History, it suggests that for work with personalities it must be taken into account:

- Name and surname of the personality.
- Historical context: time and space from its origins to where it develops its activity.
- Periodization of your life. Contradictions you face and those you resolve.

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- Facts with which it relates and / or participates. Directions in which it develops as a personality.
 - Social class of origin and class interests that it defends and / or represents.
 - Ideas that it expresses. Sources from which it draws and in which its ideas are expressed.
 - Transcendence of his life and work. Assessment.

The pedagogical analysis of its main categories is important in the research, since Pedagogy is a central element that will energize this research as its laws, principles and categories are present.

Personality: In social historical practice it is where the subject transforms the object and at the same time transforms itself; In the educational context, the educator and the student transform themselves and shape their personality.

Education: from the Marxist and sociological perspective of various authors, for the meaning in this research. In this sense, the idea expressed by José Martí Pérez, referring to the fact that: "To educate is to deposit to each man all the human work that has preceded him is important: it is to make each man a summary of the living world, until the day he lives; it is to put it at the level of its time so that it floats above it and not leave it below its time so that it will not be able to float; it is preparing man for life". (Martí, 1883, p.281)

Contribution: this has been defined in different doctoral theses, from this perspective it is based on the criteria offered by Dr. C. Felipe de Jesús Pérez Cruz who highlighted: "the potentiality that the cognitive and educational values of a fact may have is considered a contribution , object or phenomenon, in order to evaluate the present, design the course of transformative actions and forecast their possible trends" Pérez (2000) cited by (Mulen, 2015, p.16).

Systematization: According to Oscar Jara (2015) cited by (Espósito and Gonzáles, 2017, p.1) it is a critical interpretation of one or several experiences that, based on their ordering and reconstruction, discovers or makes explicit the logic of the process, the factors who have participated in it, how they have related to each other and why they have done it that way.

METHODS

Taking into account the characteristics of the research, it is necessary to specify the direct participation in the research process of a population of 96 people, distributed among (methodologist professors, family members and students), of which the 96 people were intentionally taken as a sample, representing 100% of the selected population.

In order to carry out the research, various interviews were conducted and the testimonies of professors, managers at different levels, friends and family were collected to learn about the contribution of Dr. C. Concepción Uberlinda Naranjo Caboverde to the training of the Physical Culture professional in Guantánamo. A document review was also carried out, mainly in the personal files of the personality under study and in Technical Scientific Information Centers where elements that contributed to the achievement of the objective of this research were found.

This research was supported by the methods of the theoretical level that allowed to determine the chronological order of the collected information, the analysis of it to determine the fundamental aspects that should go to the proposed biographical material. The systemic-structural-functional system was also used to determine the structure and relationships between its components of the biographical material.

RESULTS

Biographical material. General considerations

The biographical material allows to specify the pedagogical ideal that her work reflects prominent figures of education in Guantánamo. Taking into account this ideal of professor that society requires, it offers the possibility of revealing the contribution of Dr. C. Concepción Uberlinda Naranjo Caboverde to the training of the Physical Culture professional in Guantánamo, coinciding with (Buenavilla 2002, 2004, 2011), by following the analytical-evaluative, comparative-evaluative and descriptive-evaluative conception, which allows the desired approach to the figure in question, by treating the necessary elements that base their educational thinking.

The biographical material has seven essential moments for the study of personalities, it is meant that they are not rigid but flexible moments.

Structure of biographical material

1- Biographical aspects:

- Biographical data: date of birth, place, social origin.
- National environment: social and family environment in which it was formed.
- School environment: study centers, influence exercised by these centers and their professors.

2- Professional and / or scientific training

- Educational institution where he was professionally trained.
- Influence of the institutions and of certain educators in their projection and educational activity.

3- Labor history: positions and responsibilities held.

4- Activity developed in the classroom.

- Specific functions that he developed: methodological, research and guidance professor.
- Work as a professor
- Aspects of educational activity where it stands out.

5- General social work:

- Activities carried out for the community.
- Social leadership and manifestation of their class commitment.
- Participation in relevant events in defense of our national identity.
- Internationalist and cooperation work.
- Acknowledgments received as a result of their professional and social performance: titles, awards, decorations or medals received.
- Opinions of those who knew her
- Result of your educational practice.

6- Sports life

- Athlete
- Coach
- Referee

7- Contribution to Physical Education.

- For the socio-economic, cultural and scientific development of Guantánamo.
- Imprint left for Physical Education in Guantánamo.

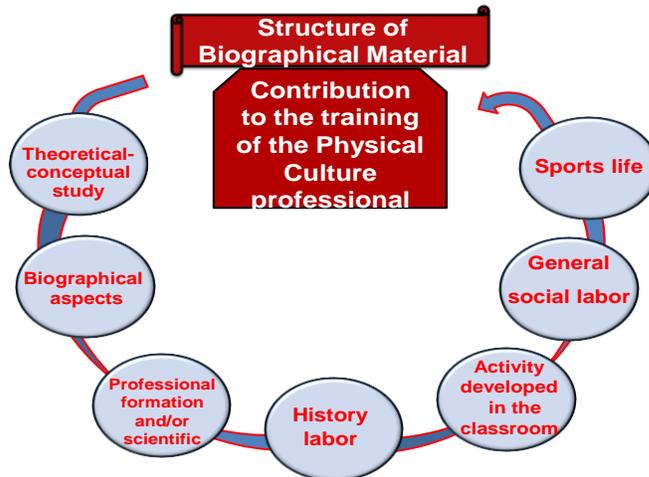


Fig. 1: Structure of biographical material

Source: Prepared by the authors

The biographical material was prepared on the basis of recognition of its importance for the training of a professional who knows the historical-pedagogical roots corresponding to the theoretical and practical work of Guantánamo, hence it is novel for Physical Culture in its different spheres of action in the location.

It is distinguished because it offers a new conception to approach the educational process from the history of life with personalities, with it the life history of Dr. C. Concepción Uberlinda Naranjo Caboverde and her contribution to the training of the Professional of Physical Culture is systematized in particular and Pedagogy in general, which marks the uniqueness of the material, by providing this new learning in the training of professionals for Physical Culture.

This biographical material connotes the contribution of Dra. C. Concepción Uberlinda Naranjo Caboverde to the training of the Physical Culture professional in Guantánamo who has the uniqueness of having carried out her work from different centers for 42 years, extending her work to the entire province Guantánamo. This offers the possibility of implementing it through biographical material, not only can it be used for the systematization of the contribution of Dr. C. Concepción Uberlinda

Naranjo Caboverde to the training of the Physical Culture professional, but also allows it to be applied to other figures from various educations or social sectors.

DISCUSSION

The insufficient knowledge of the students and workers of the Faculty of Physical Culture about the contribution to the training of the Professional of Physical Culture of the Doctor of Science Concepción Uberlinda Naranjo Caboverde as well as the lack of biographical material containing said contribution motivated the realization of this research.

Various authors have approached the study of personalities from different points of view and have made valuable contributions on how to carry them out. In the case of Lolo and González (2009), they coincide with their criterion of the dialectic personality-mass relationship because it is precisely in the transformation of the masses that what to do of that person is manifested that leads them to become a personality. (pp. 79-82)

On the other hand, what was stated by Guzmán, Pérez and Buenavilla (2009) regarding the tendency in Cuban science not to value personalities, and in this way the arguments by which personality is characterized for the study that are not defined are not defined. is done. Furthermore, it does not facilitate the acquisition of knowledge by the recipient.

Mulen (2015) in her degree thesis proposes criteria to follow to carry out this type of research and that facilitate obtaining the required information. Engels (1981) establishes her scientific support according to the character of historical research. Criteria with which the authors of this article agree.

In the model for the study of the relevant personalities of Romero, Álvarez and Lolo (1997) it begins with the knowledge of the full name and surnames of the personality under study, an element that seems elementary, but is of vital importance, because many of these people are known by nicknames and the reason why their correct identification is necessary.

It is confirmed that the knowledge related to the personality of Dr. C. Concepción Uberlinda Naranjo Caboverde is insufficient. Hence, the study of the historical antecedents carried out allowed to determine regularities and also the analysis of

the theoretical referents studied that allowed an approach to definitions of essential categories to understand the biography systematization that enriches the historical-cultural knowledge in the professionals of Physical Culture and society in general.

The theoretical-practical route carried out allowed to bring to light the theory that is in pedagogical practice from the result of the instruments made, such as the testimonies. Surveys, documentary study interviews etc. applied for the adequate assessment in correspondence with the reality of the investigation.

The systematization carried out on the contribution to the training of the Professional of Physical Culture in Guantánamo by Dr. C. Concepción Uberlinda Naranjo Caboverde allowed to satisfactorily evaluate the biographical material, making it feasible to be implemented in the pedagogical social practice of the career of Physical Culture, being shown that Dr. C. Concepción constitutes a paradigmatic figure of Physical Culture in the Guantánamo Province.

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