



PROMOTE CULTURE AND STRENGTHEN VALUES FROM THE UNIVERSITY EXTENSION

PROMOVER CULTURA Y AFIANZAR VALORES DESDE LA EXTENSION UNIVERSITARIA

 ODALYS MORALES PINO*,  ILEANA DE ARMAS VALIENTE,
 ELIZABETH PÉREZ MATEO, MAILIN TRUJILLO RODRÍGUEZ

Universidad Agraria de La Habana "Fructuoso Rodríguez Pérez", Mayabeque, Cuba.

**Author for correspondence: Odalys Morales Pino, e-mail: ompino@unah.edu.cu*

The cultural and ideological war waged by the United States against Cuba includes among its main objectives the usurpation of the collective imagination and the replacement of the values and principles of Cuban society with those of the capitalist system, purposes that rapidly unfold in the field of the symbolic, through the use of hegemonic and colonizing discourses. They rely on virtual environments, based on the access and broad participation of Cuban society in new information technologies. This situation requires rethinking the vision of facing the University Extension process and delving into the substantive factors that can constitute a proposal alternative educational, beyond its forms and modalities, as a tool to consolidate knowledge of history and culture in its broadest meaning and strengthen the values supported by Cuban society. Taking into account the importance of the University-Society relationship, present in the new Cuban University, constant work is being done to achieve the harmonious and comprehensive development of future professionals. University Extension, as one of the substantive functions of the university given its dynamic character, is what allows the connection with society, at the same time that it is nourished by the most current elements of its environment in social development. The Institutions of Higher Education (IES) has as its final objective in its educational teaching process to provide society with cultured men committed to the current historical moment and who reflect in their daily actions the values that identify them as men and women of their time, with a solid scientific, technical, humanistic training and high ideological, political, ethical and aesthetic values, in order to achieve revolutionary, cultured, competent, independent and creative professionals, so that they can perform successfully in the various sectors of the economy and society in general. The research has as its fundamental objective: Propose a system of activities that favor the protagonism of the students of the CUM of Güines in the actions of the University Extension process.

La guerra cultural e ideológica que desarrolla Estados Unidos contra Cuba contempla entre sus principales objetivos la usurpación del imaginario colectivo y la sustitución de los valores y principios de la sociedad cubana por los propios del sistema capitalista, propósitos que despliegan aceleradamente en el terreno de lo simbólico, a través del empleo de discursos hegemónicos y colonizadores. Se apoyan en entornos virtuales, a partir del acceso y la amplia participación de la sociedad cubana en las nuevas tecnologías de la información. Esta situación exige repensar la visión de enfrentar el proceso de Extensión Universitaria y ahondar en los factores sustantivos que pueden constituir una propuesta educativa alternativa, más allá de sus formas y modalidades, como una herramienta para consolidar el conocimiento de la historia y cultura en su más amplia acepción y afianzar los valores que sustenta la sociedad cubana. Teniendo en cuenta la importancia de la relación Universidad-Sociedad, presente en la nueva Universidad cubana se trabaja constantemente para lograr el desarrollo armónico e integral de los futuros profesionales. La Extensión Universitaria, como una de las funciones sustantivas de la universidad dado su carácter dinámico, es la que permite la vinculación con la sociedad, al mismo tiempo que se nutre de los elementos más actuales de su entorno en el desarrollo social. Las Instituciones de Educación Superior (IES) tienen como objetivo final en su proceso docente educativo entregar a la sociedad hombres cultos y comprometidos con el momento histórico actual y que reflejen en su actuar diario los valores que los identifiquen como hombres y mujeres de su tiempo, con una sólida formación científico técnica, humanística y de altos valores ideológicos, políticos, éticos y estéticos, con el fin de lograr profesionales revolucionarios, cultos, competentes, independientes y creadores, para que puedan desempeñarse exitosamente en los diversos sectores de la economía y de la sociedad en general. La investigación tiene como objetivo fundamental: Proponer un sistema de actividades que favorezcan el protagonismo de los estudiantes del CUM de Güines en las acciones del proceso de Extensión Universitaria.

Keywords: University Extension, values, development

Palabras clave: Estención Universitaria, valores, desarrollo

Received: April 10, 2023

Accepted: May 12, 2023

Conflict of interests: The authors of this work declare that they have no conflicts of interest.

AUTHORS CONTRIBUTION: The authors participated in the design and writing of the work, in addition to the analysis of the documents.



This is an open access article distributed under the terms of the Creative Commons Attribution-NonCommercial (CC BY-NC 4.0). <https://creativecommons.org/licenses/by-nc/4.0/>



INTRODUCTION

“Without culture there is no possible freedom. The certainty of this thought, which is not limited to artistic culture, but uses the concept of a comprehensive general culture, including professional preparation and elementary knowledge of a wide range of disciplines related to science, literature and the humanities, encourages today our efforts Fidel, 2002.

Taking into account the peculiarities of the international and local context in which the current Cuban University operates, it is essential to understand the role that adequate management of the University Extension process plays in the development of the professional model and the transformation of the intra- and extra-university environment, to For this reason, it is necessary to understand that extension is an activity as long as it pursues the conscious transformation of the environment as its objective; In this way, it not only contributes to the transformation of the processes in which the university intervenes, and of the university itself, but also to the transformation of society through its actions in cultural development.

The extension function can be fulfilled and contribute to the fulfillment of the mission of the university as a whole; from the development of actions that are aimed at the creation of cultural values, the conservation of the created values, the dissemination and enjoyment, then University Extension is the university process that aims to promote culture in its broadest meaning, in the intra- and extra-university community

The social responsibility of the university is not satisfied only with the creation and preservation of culture, it is necessary to complement it with its promotion to guarantee the satisfaction of the growing needs of the human community and thereby promote its cultural development, that is, University Extension promotes the culture of society in correspondence with its cultural development needs, in order to contribute to the elevation of its cultural level.

The substantive process of University Extension is a manifestation of the dialectical relationship between the University and Society, it occurs in the link, but not in every link, but rather one whose purpose is the promotion of culture.

The research has as its fundamental objective:

Propose a system of activities that favor the protagonism of the students of the CUM of Güines in the actions of the University Extension process and in the formation of moral values through it.

The specific objectives are:

- Strengthen the collective action of students together with their teachers, achieving a solid unity of the educational and the instructive.

- Implement this system of activities, which will serve as a basis for an exchange of knowledge.
- Enable the exchange of experiences between teachers, students, workers and community members.

To obtain the results of this research, different methods were used, starting from a comprehensive materialist dialectical approach, which made it possible to highlight the contradictory and developmental nature of the relationships of the components of the research field, channeling the research into the search for new regularities, functions and structures in the management of the extension process.

Based on the previous elements, theoretical methods were used such as: the historical and logical method in determining the particularities, regularities and trends of the management of the extension process in the international reality, Cuban and in particular the CUM of Güines. These methods also allowed us to establish the conceptual framework for university management and university extension, which favored the integration of the theoretical elements that support the conception of the management of this process.

The use of the modeling method allowed the construction of a working model in the management of the extension for the CUM of Güines and the structural systemic method provided the general orientation for the design and foundation of the proposal, by promoting the determination of the components of the model. of work.

Empirical methods were used such as: the interview applied to people linked for many years to university extension work, to leaders and specialists of entities in the territory and to community leaders, students, graduates, in order to specify the criteria of the different groups linked to the object investigated and its diagnosis.

The group interview applied to teachers and students was also used, with the objective of substantiating the problem and increasing the participation of the subjects who must intervene in its solution.

Through observation, it is verified to what extent in the different extension activities, the characteristic elements of their management and the participation of the different university actors were manifested.

DEVELOPMENT

Chapter 1: University extension, the art of promoting culture and strengthening values

Education is a task in which personal freedom can never be supplanted, the fundamental function of the teacher in this historical-cultural perspective must be to guide and guide him in order to enhance his possibilities. Therefore, its activity must be aimed at designing learning situations that pose challenges to the student so that the process of

solving learning tasks, in conditions of social interaction, can form and develop the potential that allows them to achieve the condition of subjects. of its performance, it must encourage the student's reflection on the importance of appropriating a comprehensive general culture that allows them to successfully navigate their personal and professional life.

Universities, as institutions of the social body, have historically had the mission of preserving, developing and promoting the culture accumulated by society, through the training of people who appropriate it, apply it and enrich it, to respond to the demands of economic and social development. To fulfill this task, they are structured from three essential processes: teaching, research and extension, which contribute in a coordinated manner to its fulfillment. The CUMs are called to be the universities of the territory, so they must reflect the feelings of the university community and the social community in which they are located.

The need to respond to the dynamics and accelerated turbulence of the environment increasingly demands that work be done on the design of participatory policies that help the University-Society link move towards higher degrees of achievement in the areas of greatest dynamism, which they will serve as "locomotives" for the rest of the academic system. Such is the essential challenge that university extension faces today, for which it must achieve higher levels of effectiveness and efficiency, possible only through management structured from scientific bases and in accordance with the demands of the new times.

The extension work and its management occurs between the subjects who participate in it, in a systemic and efficient way, its objective is to promote culture for the intra- and extra-university community. It responds to the need to contribute to the cultural development of the community, through the appropriation of the culture that society has accumulated in its development, finding in this culture the moral and aesthetic values that identify the actions of the Cuban community, this need is achieved channel through the active participation of the university and extra-university community. The actions must be planned and systematically evaluated, which distinguishes the extension of teaching or research, it is not that it fulfills a social function to a greater or lesser degree, but how it fulfills it and with what objective it does so. The extension is more agile, freer, more timely, more tailored to social needs, since it is based on the methodology of social work, on cultural promotion and is based on the felt needs of the community.

The definition of promotion as a methodology of university extension constitutes an essential element to guarantee that the extension function can be fulfilled and contribute to the fulfillment of the mission of the university as a whole; based on the development of actions that are aimed at the creation of cultural values, the conservation of

the created values, dissemination and enjoyment. University Extension contributes to the formation and development of values, using cultural promotion in its most generic conception as support. The cultural mission that higher education institutions have to fulfill today acquires singular importance in the face of the phenomenon of globalization, which threatens to impose an impoverishing cultural homogeneity on us if people do not strengthen their identity and values.

The cultivation and dissemination of the values of Cuban society is also an essential part of professional training and higher education includes it in its lines and work strategies, closely linked to the local, regional and national community to, from that rooting, open to the world and with a universal vision to forge "citizens of the world" capable of committing to global problems, appreciating and valuing cultural diversity as a source of enrichment of the heritage of humanity.

Chapter 2: The municipal university center of Güines and the challenge of promoting culture

University extension as a training process that energizes university-society links is vital in the training of a professional prepared to occupy different scenarios, live up to this time and contribute to transforming it.

Consequently, the treatment of the extension process in Higher Education must presuppose transformations in its formative dimension that take into account the student as a leading subject, by promoting the integral development of the professional, in correspondence with a committed, flexible, creative participation in the professional and social sphere, which is capable of transforming the context where it lives, but it is necessary to go further by incorporating workers and the non-university community into this process. The research proposes activities that allow us to visualize the influence of extension management in the transformation of life in the intra- and extra-university community and through them to engage students in the responsibility of becoming executors of this process.

Getting all those involved to want to participate and transmit to the intra- and extra-university community, the knowledge accumulated from their life experiences, is today a challenge for the CUM of Güines, for this it is necessary that they know how to do it, that they have the knowledge, skills, strategies and resources necessary to take part and intervene, in addition to doing so collectively, which implies taking into account the motivation and individual preparation of each one, appropriating the necessary instruments, stimulating the application of group techniques, planning activities and organize work.

It is from this context that it is considered necessary to assume a system of activities that are consistent with the social needs and projections of the institution.

The research has made it possible to verify that in general the comprehensive cultural preparation of the students continues to be insufficient, denoted in aspects such as: the use of the mother tongue, knowledge of history, aesthetic taste, care for the environment, the habit of reading, formal education, little interest in practicing artistic and physical activities, little knowledge of national and international reality and the need to strengthen the values and principles of our society in students.

Not all existing potentialities are exploited to improve training in this sense, which is why the leading participation of students is not adequately promoted and encouraged as the most active and massive factor for the development of extension projects, actions and tasks.

To take actions to reverse this situation, it was necessary to answer the following questions:

Who makes up the intra- and extra-university university community of the CUM of Güines?

What traits identify it?

What strengths and weaknesses set it apart?

What aspects should be promoted for its development?

Which of the Extension's organizational forms is appropriate to act coherently?

The extension process in the CUM does not have a program designed for this process; based on the research, a guiding program is implemented for the management of the extension process that guides the proposed activities.

The leading role that the students assume allowed them to strengthen responsibility, industriousness, honesty, aesthetic taste, recognition of the natural environment, the practice of physical exercise to enjoy a good quality of life and creativity in the activities carried out. In addition, the work team was formed that allowed united work in pursuit of a goal, in which everyone is willing to ensure that the extension process in the CUM of Güines achieves cultural development and improves quality of life, so that they can be trained. community leaders to work from the Extension methodology and dialogue with the community (respect for the knowledge and identity of each of the communities, so that each project is a reflection of the life of the community that generates it and the that is directed), to preserve, develop and promote culture in its broadest sense.

Several of the formulated activities are exemplified below. These proposals will be constantly enriched with the aim of responding to the interests of the university community and the environment in which the higher education institution is located. The activities are carried out in the form of workshops, historical tours, conferences, and are carried out in declared cultural spaces,

The activities proposed in this research were organized as a system taking as a premise the concept of Deler (2007) and defines what he then considers as an activity system:

“They are the actions and operations that, as part of a process of organized direction, students develop with the mediatization of the teacher for the teaching-learning of the content of education and adds the particularities of the systems that are listed below:

1. The parts alone do not express the qualities of the whole and consequently their results differ from those of the whole.
2. Every system has a structure, a form of internal organization, which provides it with the essential unity and stability in correspondence with the laws of its movement and development.
3. The system, in addition to its internal unity, is characterized by its own unity with the environment, which makes it a subsystem of a larger system.
4. The educational system is an open system with multiple subsystems that exchange influences and, therefore, nourish each other.”

The proposed activities will be subject to the author's criteria and have the following format:

1. The proposed activities will be identified with a name, which in turn will allow the author to defend their space; For example, knowledge of topics related to the improvised tenth, the space is named after I am the Cuban point, from this space the activities related to this topic are projected.
2. The activities propose general objectives that will be developed according to the selected content.
3. They will be related to current events, both local and national.
4. They have guests who contribute knowledge acquired from their knowledge.
5. Each of these proposals has a script that allows us to know its content and development. You will always have the guidance and advice of professors and specialists on the topics being addressed.
6. The student responsible for each activity must take into account the stages of development (motivation, prior preparation, orientation, execution or development and assessment).

The proposed activities develop themes such as: La décima in Mayabeque, contributions of the décima in Güines and other places in Cuba and the world, the history of the town and its reflection in the national one, life story of student protagonist of a sociocultural project, importance mastery of the graduate's profile and the ethics of the profession, the importance of good communication and the care and protection of the environment, the importance of mastering other languages.

Several of the formulated activities are exemplified below. These proposals will be constantly enriched with the aim of responding to the interests of the university community and the environment in which the higher education institution is located.

1. **Space:** "I am the Cuban point." The space will be conducive to learning about art from the local to the national and the contributions of the new generation.

2. **Activity:** "The improvised tenth in Güines and its relationship with the history of the town.

3. **Objectives:** Know the formal and historical elements of the art of improvisation.

Recognize the main cultivators of this art in Güines.

Analyze the link between the improvised décima and the history of the town.

Enjoy outstanding figures of this art in the improvisation process (cultivators of the décima with vast experience and the new generation belonging to the Casa de la Décima project in Mayabeque will be invited).

4. **Space where it will be held:** Meeting room. Declare it a cultural space.

5. **Date to carry out the activity:** It is planned to be a monthly meeting. Each month different content will be worked on.

6. **Materials:** audiovisual materials, presence of poets in the space.

7. **Responsible:** Anamarys Gil Méndez, 4th year student assistant of the Spanish-Literature degree.

8. **Values:** Patriotism and anti-imperialism. Know how this art today defends the most authentic values of our society.

1. **Space:** "Leguina, founding neighborhood (historical-cultural tours)

2. **Activity:** "From rumba to son"

3. **Objectives:** Learn about the life and work of personalities of Cuban culture who lived in this place.

Visit the birthplace of Tata Güines and the house where Arsenio Rodríguez, the wonderful blind man, lived.

Guest: Leader of the Los Tataguinitos community project.

4. **Space in which it will be carried out:** Historical-cultural tour of the site.

5. **Date to carry out the activity:** Bimonthly. The tours will be carried out in coordination with the Municipal Directorate of Culture, the project leader and community factors. On each tour, different spaces in this

environment will be visited and meetings will be held with community leaders. Called students will participate.

6. **Materials:**

7. **Responsible:** Pedro Ismael Herrera, 5th year student studying Physical Culture.

8. **Values:** Patriotism, solidarity, honesty. Know how a sociocultural project created from the community itself manages to transform previously existing realities.

1. **Space:** Hand in hand with a good friend

2. **Activity:** "Knowing how to do things from reading"

3. **Objective:** Assess the importance of reading.

Get to know writers of national and universal literature. Importance and validity of his work.

4. **Space where it takes place:** CUM Library

5. **Date to carry out the activity:** Each month in each activity there will be the presentation of books of different genres and themes and will have the presence of local writers.

6. **Materials:** Books that are part of the library collection.

7. **Responsible:** Meibel Ulloa Arreve, from the Preschool course, third year.

8. **Values:** Ethical and aesthetic. Demonstrate the importance of knowing how to deal with all types of reading, reading between the lines and knowing the true intentions of its author.

1. **Space:** "How to be a better professional"

2. **Activity:** "The ethics of the graduate"

3. **Objective:** Know the importance of mastering the essential documents that govern each career.

4. **Space where it takes place:** Meeting room.

5. **Date to carry out the activity:** Bimonthly, intended primarily for students in their 1st year. In each activity, reference will be made to the governing documents established by the MES for this teaching.

6. **Materials:** Selected documents.

7. **Responsible:** Rubiet Rocha, student assistant in the Spanish-Literature degree, fourth year.

8. **Values:** Responsibility, solidarity, honesty. Manage to train the professional that our society demands.

1. **Space:** "I am the Cuban point." The space will be conducive to learning about art from the local to the national and the contributions of the new generation.

2. **Activity:** "The university museum"

3. **Objectives:** Know the history of the CUM of Güines.

Recognize the main founders and their contributions to the teaching process

Enjoy different collections of objects, documents, decorative arts belonging to personalities related to the creation of the CUM.

4. **Space in which it will be held:** Museum rooms
5. **Date to carry out the activity:** Permanent.
6. **Materials:** display cases, supports,
7. **Responsible:**
8. **Values:**

Only examples of activities that will be carried out in these spaces appear, each space that will allow the incorporation of all those activities that are of interest to the students and actors from the community will be able to participate. The activities will always be carried out maintaining this format and under the guidance of teachers and specialists in each topic.

CONCLUSIONS

Together with their teachers, who play an important dynamic role, students in this context assume a direct role, enhancing collective action, which contributes directly to the personal development of the students, both those responsible for the spaces and the intra-community, and extra-university, achieving a solid unity of the educational and the instructive.

The implementation of this system of activities serves as a basis for an exchange of knowledge, based on the consideration that both the CUM of Güines and the community are peers that contribute accumulated culture and grow reciprocally.

University sociocultural work must be the essential way to optimize the extension process, enabling the exchange of experiences between teachers, students, workers and members of the community; facilitating the adjustments and adaptations that are necessary to achieve the proposed objectives and consolidate moral principles and values.

RECOMMENDATIONS

Offer advice to teachers on the subject to promote educator training in pursuit of strengthening their professional profile through action, search and construction of knowledge anchored in the surrounding reality and context.

Continue to enrich the system of proposed activities and achieve a favorable institutional climate, which facilitates the work of sociocultural promotion and consolidation of values and principles of our society to produce the change that social imperatives pose to this process and to the institution.

References

- González Fernández-Larrea M., (2020) Un modelo de gestión de la extensión universitaria para la Universidad de Pinar del Río. Tesis en opción al grado científico de Doctor en Ciencias de la Educación. Universidad de Pinar del Río. Cuba
- Vega García, A. (1997) Gestión y desarrollo estratégico de las universidades de Matanzas y Camagüey. Tesis presentada en opción al grado científico de Doctor en Ciencias Técnicas. Instituto Superior Politécnico "José Antonio Echevarría". Cuba
- Socas Reinoso M. C., La extensión universitaria: el arte de promover cultura. (PowerPoint)