

LOCAL CULTURAL IDENTITY ON STUDENTS OF THE B. A. IN PRIMARY EDUCATION

LA IDENTIDAD CULTURAL LOCAL EN ESTUDIANTES DE LA LICENCIATURA EN EDUCACIÓN PRIMARIA

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ABSTRACT

This study is aimed to explore local cultural identity formation on the B. A. in Primary Education students at a University Campus in Banes municipality, Holguin province. The research focused on the need to integrate local culture and heritage on teacher training to create an inclusive and intercultural education, so a pedagogical strategy was designed based on active methodologies, community participation and a dynamic curriculum design focused on cultural heritage. Questionnaires, semi-structured interviews and documentary analysis were also applied for evaluating the pedagogical strategies. Results indicate that local culture is present in the curriculum, however the proposed strategy combines theoretical, social and methodological elements and emphasizes attention to the training needs of teachers; moreover, it represents a crucial step for improving the local cultural identity formation on teachers in training and generate a positive impact on education and cultural development in the region.

KEYWORDS: national identity; cultural heritage; formative process

RESUMEN

Este estudio exploró la formación de la identidad cultural local en estudiantes de la Licenciatura en Educación Primaria del Centro Universitario Municipal de Banes. La investigación se centró en la necesidad de integrar la cultura local y el patrimonio en la formación docente para crear una educación inclusiva e intercultural, por lo que se diseñó una estrategia pedagógica basada en metodologías activas, la participación comunitaria y un diseño curricular dinámico centrado en el patrimonio cultural. Se aplicaron cuestionarios, entrevistas semiestructuradas y análisis documental para evaluar las estrategias pedagógicas vigentes. Los resultados indican que, aunque la cultura local está presente en el currículo, la estrategia propuesta combina elementos teóricos, sociales y metodológicos y enfatiza la atención a las necesidades de formación de los profesores; además, representa un paso crucial para mejorar la formación de la identidad cultural local en futuros maestros y generar un impacto positivo en la educación y el desarrollo cultural del territorio.

PALABRAS CLAVE: identidad nacional; patrimonio cultural; proceso formativo

INTRODUCTION

In a globalized society, the preservation and development of local culture stand as main pillars for building a solid and resilient community. Garcia (2001) states that this principle becomes a crucial mandate for educational institutions.

Cultural identity faces significant challenges due to the rapid expansion of information technologies and the growing influence of cultural globalization. These processes can erode local traditions, which emphasizes the importance of strengthening cultural identity in future educators, who play an important role in transmitting cultural values to new generations.

In Cuba, the national identity formation has always been a priority. The National Assembly of People's Power of Cuba (2019) emphasizes the defense of Cuban identity and culture, as well as the safeguarding of the nation's artistic, historical, and cultural heritage.

The study «The formation and evolution of Cuban cultural identity and pedagogical professional performance» underlines the importance of education and the fundamental role of the State and teachers in the cultural identity formation; it highlights the commitment of science to research the manifestations and objects that constitute the country's historical-cultural memory, which is aligned with the efforts of the Higher Education Ministry (MES) to promote these values (Huepa et al., 2023).

On the other hand, local cultural identity is a complex and interdisciplinary concept defined as the awareness of oneself and one's belonging to a group or community (Frith et al., 2003). This identity is built from interaction with the social, historical, and cultural environment and is supported by cultural heritage, understood as the set of material and immaterial goods that represent a community heritage. In particular, cultural heritage, in its broadest sense, involves manifestations, such as traditions, languages, arts, customs, traditional knowledge, historical sites, and cultural landscapes (Blin, 2006).

In fact, cultural heritage plays an essential role in the identity formation. It allows people to connect with their past, understand their roots, and have a belonging sense. Through heritage, communities transmit their history, values, and worldview, which contributes to a collective identity achievement.

Some authors have reflected on the identity phenomenon, providing valuable perspectives for its analysis. Nowadays, cultural identity has become a central topic in debate, especially in the context of resistance against colonial and neocolonial domination. According to Escobar (2014), cultural identity is presented as a crucial instrument for the cultural diversity defense and the fight against homogenization imposed by global capitalism.

Authors such as Montero (2021), Bernal et al. (2024), and Campañá et al. (2024) have deepened into the cultural identity construction, offering an interdisciplinary view of the phenomenon. On the other hand, the pedagogical field has demonstrated the cultural identity importance, emphasizing the need for its integration into educational processes (Soria, 2020). Recent studies in this field have addressed the cultural identity integration into different areas of the curriculum and disciplines.

Consequently, this work focuses on analyzing the formation of local cultural identity on the Bachelor's Degree in Primary Education students at the University Campus (CUM) of Banes municipality. Therefore, it proposes designing a pedagogical strategy based on active methodologies, community participation, and a dynamic curriculum design centered on cultural heritage, to generate a positive impact on education and the cultural development of the region.

MATERIALS AND METHODS

This study was based on a mixed-methods (qualitative and quantitative) research approach, combining elements of the interpretative and positivist paradigms. It was carried out a bibliographic review of previous research and theories related to local cultural identity and teacher training.

Methods were used to analyze the formation on students' local cultural identity:

Historical-Logical: used to analyze the historical evolution of the concept of local cultural identity in the educational field, as well as its relationship with educational policies, social and cultural processes, and pedagogical practices.

Analysis-Synthesis: allowed for the concept decomposition of local cultural identity into its key elements (sense of belonging, values, traditions, beliefs) and the analysis of their interrelation in the formation on students' local cultural identity.

Inductive-Deductive: additionally, this method was used to analyze specific data on the formation on students' local cultural identity, identifying patterns and trends in responses to surveys, interviews, and document information.

For the design of the pedagogical strategy, the Modeling and Systemic-Structural method was used, which allowed for analyzing the interrelation of its stages and how they interact to build local cultural identity.

A sample of 69 students (43.3% of the total population) was selected intentionally using random criteria for age, sex, residence place, and academic year. Additionally, a survey was applied to 13 teachers.

For data collection, the use of quantitative and qualitative methods was combined. First, a quantitative questionnaire was administered to students to get information about their initial state of local cultural identity formation. Subsequently, semi-structured interviews were carried out with a subgroup of student to deep into their experiences, perceptions, and perspectives on local cultural identity.

Thus, semi-structured interviews were carried out with five community agents who actively work in promoting and preserving local cultural heritage. These agents were selected for their deep knowledge of the community's traditions, history, and cultural dynamics, providing a practical and expert perspective that complemented the information from students and teachers.

Finally, relevant documents, such as curricula, course programs, and methodological guidelines were analyzed to identify strategies and contents related to local cultural identity in teacher training.

The quantitative data from the questionnaire were analyzed using descriptive statistics, while the interviews and documents were examined using content analysis and coding techniques, looking for emerging themes and patterns. To ensure research ethics, informed consent was obtained

from the students, and the confidentiality of their answers was guaranteed. The results were published with the participants' permission.

ANALYSIS OF RESULTS

The analysis of the formation of local cultural identity on the Bachelor's Degree in Primary Education students reveals a significant gap: the disconnection between teacher training and the active construction on future teachers' local cultural identity. This shortcoming is shown in a lack of effective tools and strategies to integrate curricular content with the local context richness and reality.

Despite flexibility in the curricula, this disconnection is declined by the insufficiency of specific didactic resources and culturally sensitive training, which hinders the development of a strong sense of community belonging in training teachers.

To address this problem, it is crucial to change the training process, incorporating elements that allow students to find innovative and meaningful solutions. In this sense, direct collaboration with communities during initial training becomes essential for future teachers to understand their environment needs and realities.

The community, in fact, represents an invaluable source of knowledge and experiences that enriches the formation of local cultural identity. Active participation in oral narratives, traditional artistic expressions, cultural practices, and ancestral knowledge, through interaction with craftsmen, musicians, local historians, and other culture bearers, deepens the understanding and relevance of their own cultural manifestations, fostering a community connection and the rescue of local cultural heritage.

Besides, it is essential to design and produce didactic resources that respond to the region cultural particularities, facilitating the local identity integration into the teaching-learning process.

Strengthening relationships between educational institutions and local communities to build an interconnected learning system that enriches teacher training with the experience and knowledge of the environment.

In this sense, Art Education and its Teaching subject, taught in the third year of the studied program, it is established as a central axis to address this problem to enhance local culture. This subject contributes directly to the knowledge of local artistic values, taking advantage of the potential of the region's cultural institutions to guide students in the heritage appreciation and conservation.

Key skills are developed through the integration of musical and visual works, culture and art education study, such as art education valuation in comprehensive training, the identification of technical elements in art works, art appreciation, and active and respectful listening to music.

Thus, the foundations for a pedagogical strategy are laid, as defined by Rojas (2023): «A set of actions planned and organized by teachers to facilitate and optimize the teaching-learning process».

These actions are designed based on the students' needs, to foster their active participation and improve knowledge retention, which will allow for the creation of a stimulating and enriching environment.

The pedagogical strategy integrated various components and actions to achieve the goal of strengthening local cultural identity on the Bachelor's Degree in Primary Education students.

The pedagogical strategy is structured as follows:

Functions:

Instructive: the pedagogical strategy incorporates the cognitive and teaching-learning elements of the curriculum, focusing especially on the Art Education and its Teaching subject program.

This involves selecting and adapting relevant curricular content, employing active and participatory teaching methodologies, and designing specific educational materials that connect local cultural heritage with the concepts and skills teaching in Art Education.

Formative: the students' initial training process is taking advantage and the richness of local cultural heritage to strengthen their sense of identity. It is treated to develop values, attitudes, and skills that allow students to understand, appreciate, and preserve their cultural heritage, integrating the formation of local cultural identity as an essential component of the future teachers' personal and professional development.

Developmental: it promotes the appropriation of local cultural identity as an integral part of the training process. The goal is for students to internalize values and meanings of their culture and become active agents in its promotion and dissemination. This includes research skills development, critical thinking, and creative expression related to local cultural heritage, especially through the arts.

Educational: this transversal function permeates the pedagogical strategy, transforming the perception and understanding of local cultural identity into a central element of teaching practice. It aims for both teachers and students to become active agents in the transmission and revitalization of cultural heritage by incorporating this knowledge and sensitivity into their classroom and community daily work.

Premises:

Creativity: creativity is encouraged in both teachers and students, adapting the pedagogical strategy to specific contexts and needs. It is stimulated the generation of innovative projects, the design of leisure activities and the use of original didactic resources that promote meaningful learning and the local cultural identity development.

Student-teacher relationship: the pedagogical strategy is conceived as a relational system, where students and teachers' interaction contributes to

the training process. It is promoted a dialogue, respect, and collaboration environment, where students are valued and heard, and teachers are learning facilitators and role models.

The social premise: identity elements from the local sociocultural context are integrated into the training process, using local cultural heritage as references for culture and identity. It establishes close links with the local community, involving its members in the pedagogical strategy's activities by promoting the students' active participation in social and cultural projects that contribute to their environment development.

Pedagogical strategy planning

The strategy is structured along two pedagogical directions. The first one focuses on teacher training, providing them with tools and preparation to address identity elements in the classroom.

The second pedagogical direction is oriented towards students, fostering their active participation in the process of appropriating local cultural identity during their initial training. Both directions are developed through the diagnosis, implementation, and evaluation stages.

I. Teachers' pedagogical direction:

Diagnosis: an initial diagnosis was carried out using surveys and semi-structured interviews with teachers to assess:

- ✓ Knowledge level about the theoretical-conceptual framework of local cultural identity.
- ✓ Their understanding of cultural heritage as a reference for culture and identity.
- ✓ Perception of the importance of local cultural identity in teacher training.
- ✓ Strategies they use to address local cultural identity in the classroom nowadays.

Implementation: recognizing the fundamental teacher role as a facilitator and guide, the following activities were designed to strengthen their capacities and support them in the effective implementation of the pedagogical strategy:

Awareness workshops

Objective: to deepen the cultural identity concept, its importance for personal and social development, and its specific relevance in the local educational context in Banes municipality. They include group dynamics, brainstorming, analysis of didactic materials focused on Banes municipality culture, and exploration of pedagogical strategies.

Contents: interactive sessions including group dynamics, brainstorming, analysis of didactic materials centered on Banes municipality culture, and exploration of pedagogical strategies for integrating cultural identity into the classroom and extracurricular activities. It will be analyzed current legislation related to the conservation, safeguarding, management, transmission, and valorization of the nation's cultural heritage.

Continuing education

Objective: to provide teachers with updated tools and resources for teaching local history and culture.

Activities: seminars, workshops, and courses on Banes municipality cultural heritage (archaeology, oral traditions, architecture, music), social research methodologies (interviews, participant observation, documentary analysis), and project-based teaching strategies.

Coordination with the community

Objective: to establish collaborative links with cultural institutions, local artists, historians, and craftsmen to enrich the educational experience of students and foster community participation.

Actions: periodic meetings with representatives from museums, cultural centers, community organizations, folk groups, and craftsmen' associations to plan joint activities, specialized guided visits, collaborative research projects, and volunteer programs.

Teaching material designing and adapting

Objective: to create and adapt relevant, engaging, and accessible educational resources for students that reflect the diversity and richness of Banes municipality cultural heritage and integrate into the « Art Education and its Teaching syllabus subject».

Tasks: development of teaching guides with practical activities, educational games (board games, digital) that address local history and culture in a leisure way, short educational videos presenting aspects of Banes municipality cultural heritage (music, dance, architecture), visually appealing infographics creation on relevant topics, adaptation of local historical and literary texts for classroom use.

These materials will be developed based on the subject syllabus, ensuring their relevance and usefulness.

Projects contributing to local culture:

- ✓ Oral memory rescue in Banes municipality through interviews with elderly adults.
- ✓ Architectural heritage documents with photographic and descriptive inventories.
- ✓ Workshops for creating artisanal products.
- ✓ Creation of cultural tourism routes.
- ✓ Festivals and celebration organizations to show local cultural wealth.

Integration with the community

Objective: to actively involve family members, local organizations, community leaders, and other relevant actors in the University Municipal Campus activities.

This will be achieved through invitations to participate in workshops and events, creation of support committees, and collaboration on research projects about local culture.

II. Pedagogical guidance for students:

Diagnosis: an initial diagnosis was conducted using questionnaires and individual interviews with students to assess:

- ✓ Level of knowledge about their local cultural identity.
- ✓ Perception of their own cultural identity.
- ✓ Experience with activities that promote local cultural identity.

Implementation: through activities designed to foster their connection with local culture and their active participation in its preservation:

Awareness workshops

Objective: to introduce the cultural identity concept, highlight its importance, and establish its connection with Banes local environment.

Activities: interactive sessions with group dynamics, brainstorming, and analysis of representative images of Banes municipality culture.

➤ Visits to local museums:

a) Indo Cuban Baní museum:

Activities: object analysis. Guided observation of specific pieces, with questions promoting reflection on their meaning and use in Taino culture.

Group debates: analysis of the local cultural heritage displayed in the museum and discussion on how to contribute from educational practice to the care and protection of local archaeological heritage values.

Essay: argue in writing based on the ideas conveyed by the following statement: «Banes, the Cuban archaeological capital».

b) Chorro Maita Site Museum:

Activities: thematic tours. Guided visits focused on specific aspects of the site's history, such as the aboriginal culture and the colonization process.

Group debates: analysis of the different historical perspectives represented at the site.

Narrative creation: writing stories or poems inspired by experiences at the site, exploring themes such as memory, identity, and heritage.

Route No. 5 of the University Extension Project: «Banes paths of Knowledge: For the history of painting in Banes».

Objective: to contribute to knowledge of Banes municipality pictorial heritage through contemplation and direct contact with its painting origins.

Activities: research on local painters and their works, guided tours to emblematic places, artist interviews, and artistic creation workshops.

Conversations with cultural personalities

Objective: to foster dialogue and knowledge exchange between students and the region cultural references.

Activities: invitation of community members, artists, historians, and other bearers of ancestral knowledge to share their experiences, knowledge, and perspectives on local cultural identity.

Individual/group research project: each student or group of students will choose a specific aspect of Banes municipality culture (music, gastronomy,

traditions, architecture) to research in depth. The project will culminate in an oral presentation, a written report, or the creation of a creative product (video, photographic exhibition, website).

Projects enriching local culture:

- ✓ Rescue of oral memory: recording and transcribing interviews with elderly adults in the community about their memories, stories, and traditions.
- ✓ Creation of a dictionary of localisms: compilation of words and expressions unique to the region, with their meaning and usage.
- ✓ Production of a documentary short film: creation of a video about a relevant aspect of Banes cultural heritage, such as music, dance, or gastronomy.
- ✓ Design of a photographic exhibition: selection and presentation of images reflecting Banes cultural diversity.
- ✓ Organization of a cultural festival: celebration with local music, dance, food, and crafts.

Pedagogical strategy evaluation:

Continuous monitoring: teachers will record the activities carried out, observations on student progress, and improvement areas.

Formative evaluation: instruments, such as surveys and interviews will be used to assess students' participation, their understanding of key concepts, and their ability to apply acquired knowledge in creative projects.

Summative evaluation: at the end of the project, it was carried out a global evaluation of the strategy's impact on the development of students' cultural identity will be conducted, analyzing the results of research projects, oral presentations, and other activities.

Feedback: it will be gathered student, teacher, family, and the community opinions to identify the strengths and weaknesses of the strategy and make adjustments for future implementations.

DISCUSSION

The pedagogical strategy implementation reveals expected results. Teachers' understanding of cultural heritage increases, strengthening their role as mediators, while students show greater identity knowledge and appreciation, evidencing a growing sense of belonging and pride in their Banes municipality roots.

These findings agree with previous research in the education field and cultural identity. According to Laurencio (2002) and Hernández (2005) studies the pedagogical strategy emphasizes the significance of continuous professional development for teachers and the role of hands-on, participatory activities in the development of students' cultural identity (Krainer & Chaves, 2021; Gordillo et al., 2021). Also, they highlight the importance of promoting and rescuing local cultural traditions in education, fostering a dynamic and plural vision of identity.

While the results are encouraging, it is crucial to recognize the study's limitations. The absence of a controlling group prevents establishing a direct causal relationship between the intervention and the observed results. Thus, the specificity of Banes's local context may limit the generalizability of the findings to other communities. Finally, an evaluation reliant on predefined indicators risks neglecting significant dimensions of the pedagogical strategy's impact.

Despite these limitations, the evidence suggests that a pedagogical strategy centered on local cultural identity has the potential to strengthen the sense of belonging and pride in cultural roots. In practical terms, the findings indicate a need to prioritize teacher training in matters of cultural identity and promote the active participation of students in activities that valorize local heritage.

From a theoretical perspective, this study contributes to the understanding of how pedagogical strategies can influence the development of cultural identity. Future research should explore the application of this strategy

across diverse contexts, incorporating a control group and expanding the range of assessment methods.

This would enable the establishment of more robust casual relationships and capture a broader spectrum of the strategy's impact, thereby contributing to the development of citizens committed to their community and equipped to build a prosperous and sustainable future.

CONCLUSIONS

This study underscores the importance of fostering local cultural identity in students of the Bachelor's Degree in Primary Education, highlighting the need to prepare future educators to manage cultural diversity in the classroom. The proposed pedagogical strategy integrates theoretical, social, and methodological components and emphasizes addressing training needs, while fostering creativity and interaction. Furthermore, it incorporates identity markers from the local sociocultural context and heritage into the training process. This study represents a crucial step towards enhancing local cultural identity formation in prospective teachers and generating a positive impact on the education and cultural development of the region.

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