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The Historical Memory. Alternative For Integral Training In University Students

ABSTRACT

Cuban Higher Education reveals the complexity of current training processes, when relating to the aspirations of society and the economic, cultural, social and historical contexts, these must be in harmony according to the characteristics and strategic projects of the social system. The article that is presented aims to reveal the importance of historical memory as an alternative for the comprehensive training of future university professionals. The methods used are based on the bibliographic review, the synthetic analytic and the hermeneutic as a form of interpretation of the social reality where the subjects interact, which favor the dialectical framework between the material and the spiritual, between the objective and the subjective necessary in this kind of investigation. The insufficiencies in the linear description of the historical contents, the eminently descriptive nature of the History that is taught makes it necessary to take a new look at the training process in university students and its relationship with the heritage and historical heritage. The results are aimed at showing historical memory as an integrating logic in the training process in university students, energized by the dialectical relationship between the social historical context and the need to train students integrally. Among the fundamental conclusions, it is advocated for educational participation as a space for reflective, proactive and leading dialogue of university students. The research is a theoretical approach that currently responds to the change and progress through which social development passes, essential in the safeguarding of peoples.

Descriptors: Historical memory, training, comprehensive training, educational participation, training process, reflective dialogue

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