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La clase práctica en la asignatura Educación Moral y Ciudadana: una propuesta metodológica

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Abstract

The study proposes a new approach to the class as a way of organizing the teaching-learning process for the subject Moral and Citizen Education, more meaningful, attractive, emotional and captivating, in Basic Secondary School. The class is conceptualized as: theoretical-practical, experimental, systematization and practical transfer, for the treatment of the content of the programs and the development of communicative and investigative skills of the students. Methodological considerations are determined that favor the training process, as it allows the involvement of agents of the cultural partner context, as a concretion of interagency agreements in the educational project of educational institutions.

Palabras clave: Clase práctica; Proceso formativo; Secundaria, Sistematización; Educación ciudadana

Key words: Practical lesson; training process; Secondary, Systematization; Civic education



Introduction

Students in lower secondary education are part of a human community whose members interact with one another and act as inheritors, transmitters, authors, and actors of a historically conditioned culture. Therefore, when examining a subject of culture—in this case, the students—it is necessary to consider the sociocultural context with its historical, economic, and socio-psychological characteristics, where they develop their experiences and create their life projects. Under these circumstances, the national education system is entrusted with the formation of new generations so that they may be protagonists in the transformation of the society being built.

In Basic Secondary Education, the starting point is achieving civic education within the educational institution's work system, in conjunction with the family and the community, as a guiding principle for the students' comprehensive development. Therefore, it embraces the civic and legal component as a mission of the pedagogical process that extends beyond the social sphere, preparing students for life and valuing their level of committed participation, based on values, in the historical process, the socialist project, and the political system in Cuba. All of this offers the possibility of changing the scenarios for addressing the subject matter in education, resulting in a more meaningful, engaging, emotional, and captivating teaching process.

The teaching and learning process for Moral and Civic Education in Basic Secondary Education has several organizational forms, all important for curriculum development. In the classroom, the integration of instruction and education contributes to the students' holistic development; however, in educational practice, deficiencies are observed in the methodological structure of practical classes as a form of teaching organization, which affects the harmonious development of the teaching and learning process.

A review of the limitations found by the National Commission for the discipline in the Third Improvement of the National Education System reveals that still:



- The work done to prepare teachers is insufficient to ensure that students develop communicative and investigative skills in their social practice.
- There is generally limited bibliography referring to the process of civic education and its conceptualization from the formative sociocultural context.
- Civic-legal education is reduced to the general compulsory curriculum to the detriment of the institutional curriculum, where the development of complementary activities weighs its effectiveness.
- Economic problems gradually affect the behavior of the discipline, in particular, compliance with the work agreements drawn up by educational institutions and agencies of the formative sociocultural context.

The above relates to the following problem: How to increase the effectiveness of practical classes as a form of teaching organization in Moral and Civic Education in Basic Secondary Education?

The subject aims to provide knowledge of the socialist legal system in Cuba, which contributes to the consolidation of individual, national or regional identity, civic responsibility and social participation through knowledge of the legal norms that govern the life of the State and its organizations and institutions, as a necessary condition for civic education and, therefore, an essential task of the family, the school and the community.

Therefore, from the classroom, the student must have a clear understanding of what aspirations they intend in their future life project, how to proceed to promote the strengthening of the identity values of the family unit, what the prevailing legal order is in the sociocultural context in which they live; what the economic, social, and cultural relationships are in which they develop and how the school, the family and the community contribute to the formation of their future life project.



Consequently, the objective of this study is to present a theoretical and methodological representation of a new approach to organizing the teaching and learning process of Moral and Civic Education in Basic Secondary Education, based on the practical class, which involves the participation of agencies and agents of the sociocultural context, through the interaction of the students with these agents, which intentionally contributes to the apprehension of the content and the development of communicative and investigative skills of the students, as a premise of the formative process.

Development

The educational influences of Basic Secondary Education are proposed, from the context, to sensitize the student as a subject in formation, in relation to the role he or she must play in his or her social environment, through the recognition of experiences and events that allow him or her to understand the complexity of the relationships in which he or she is involved, through their awareness.

When preparing practical lessons, teachers must gradually increase the complexity of the skills required to solve tasks that demand the application of acquired knowledge, taking into account the program objectives and the characteristics of their students. This approach facilitates students' transition from dependence to independence, giving learning a developmental character, as intended. The teaching tasks carried out in practical lessons should allow students to establish connections with topics from the program units, with content from other subjects within the grade level, or with related subjects that contribute to the development of the curriculum and the discipline.

To achieve the objectives in Basic Secondary Education, the subject Moral and Civic Education must: *“To contribute to the formation of the foundations of the student's civic culture, at the core of which are the contents of the historical bases of civics: ethical-moral, political and legal, in interaction with the other ideological forms of social consciousness, for their self-*



regulated participation in the public space of the construction of socialism in Cuba, of their life project as a revolutionary Cuban citizen, an honest, decent worker, knowledgeable and respectful of the law and its principles, a protagonist of personal and collective rights and duties, on the basis of the consolidation of their national identity and patriotic pride in the revolutionary historical memory of the Cuban people."Chacón, N. et. al (2019)

Effectiveness in working with the subject is achieved through the appropriate didactic-methodological and cultural preparation of the teachers; taking advantage of the possibilities offered by the sociocultural context and timely coordination with the areas of influence: educational institution, family, community, which allows the application of a comprehensive and personalized diagnosis of each student, in the student group.

Teaching should be developed from the developmental conception of the didactics of social sciences, as it contributes to the effectiveness of the direction of the teaching-learning process and to the achievement of increasingly attractive and conscious positions in the process of knowledge assimilation, in which the learner, according to Romero M. (2022) “(...) reflects critically and creatively (...), confronts diverse points of view, values different perspectives of the same problem, develops their decision-making activity with diverse sources on the basis of the necessary relationship between the cognitive and the affective, the evidentiary and the emotional (...)”.

To this end, the teacher must promote the execution of practical classes where students execute, expand, deepen, integrate and generalize work methods characteristic of the subject, which allow them to develop skills to use and apply, independently, the knowledge and how, taking advantage of the means at their disposal or provided by the socializing agents, they are able to manage knowledge.

In this educational space, the goal is to achieve the evaluation of student performance in a distinctive and diverse way, from different approaches for the harmonious teaching and learning process, where the institutional curriculum complements, expands and deepens the contents of the



general curriculum, analyzing natural phenomena and those caused by man himself from an objective perspective, resulting in the systematic realization of the institutional educational project, in close connection with the agents of the formative sociocultural context.

In other words, Romero, M. (2022) *“The class should provide intellectual tools and resources for thinking, (...) and also provide avenues for ethical judgment; it should leave a human lesson that enriches the student holistically; that allows for the growth of their personality, individual improvement in their social integration, the development of a humanizing knowledge that allows them to learn socially from reality and develop appropriate civic behaviors, fostering civic responsibility.”*

In the classroom, students incorporate feelings and qualities from previous grades and education into their behavior, enabling them to adopt positions on contemporary dilemmas that shape their perception of their surroundings and participation; this contributes to the development of their general culture. These aspects are demonstrated in their academic trajectory, linked to the functioning of the Pioneer organization they belong to, thus preparing them for the process of growth and their future integration into other social and mass organizations, where they may assume leadership roles among their peers.

In the proposed approach, media play a substantial role in the teaching and learning process of the subject. The use of the textbook, the Martí Notebook II, the book "Knowing How to Behave," and the Formal Education book, the Constitution of the Republic, as well as other sources that contribute to the understanding of the revolutionary thought of Cuban and Latin American leaders, complement and enrich the student's knowledge. Other resources, such as the system of technological tools—computers, communication devices, and audiovisual materials—constitute valuable local contributions to the teaching of the subject.

The existence and use of resources in the local context of the educational institution is recognized, which contribute to the development of classes and practical activities as part of the

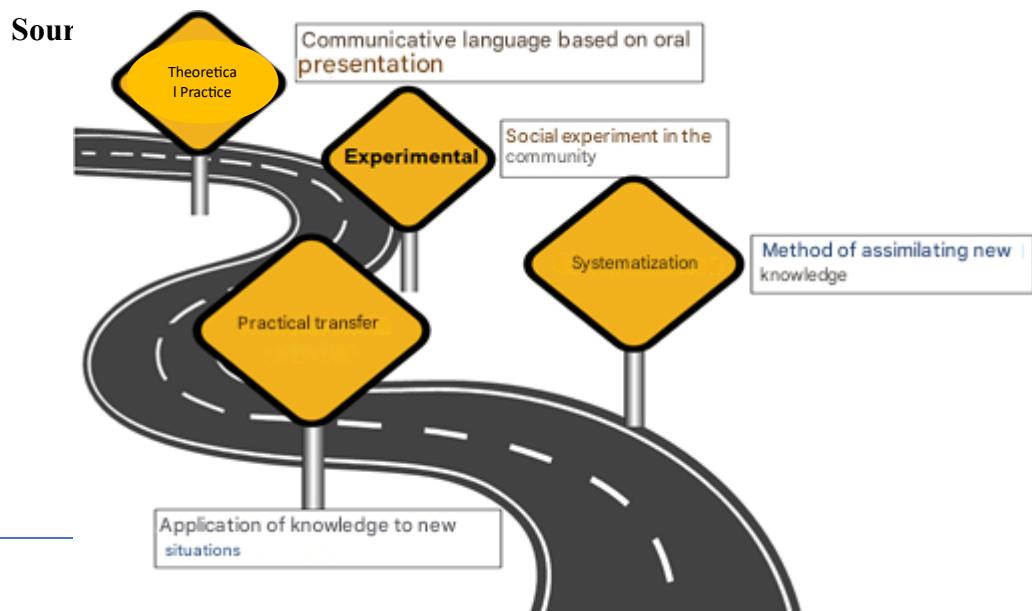


curriculum, as agents and agencies are involved for the systematization of the content, in order to achieve a developmental, transferable, contextualized, meaningful and captivating teaching and learning process, in which the student is able to manage their own knowledge and cultivate their personality.

The practical class constitutes a collective form of developing acquired skills, supported by the individual work of each student, and provides the ideal framework for providing feedback on teaching. Based on the above criteria, four propositions regarding the practical class are outlined, representing a critical path to follow in the subject. These are: theoretical-practical, experimental, systematization, and practical transfer.

Figure 1 represents the classification of the practical class as an organizational form of the teaching process in the subject of Moral and Civic Education in Basic Secondary Education. It is defined as the scientific-practical modeling of the path to be followed in the process, viewed from its application in the institutional curriculum, based on the recognition of the agencies of the sociocultural context, according to the feasibility of its implementation. Its applicability is revealed through the established recommendations for its use. The teacher can choose the most suitable approach for the content system and the nature of the diagnosis of the context and the students for its implementation in educational practice.

Figure 1: Critical path of the practical class in Basic Secondary Education



Theoretical-practical: This teaching method combines theory and practice in the same space. During this class, theoretical knowledge on a topic is provided, followed by practical exercises to apply what has been learned. It allows for the presentation of a logically structured topic, where the primary resource is oral language.

The skills to be developed include understanding, analyzing, and synthesizing information. The teaching methods used in this type of class include lectures, multimedia presentations, debates, and reflective activities. Visits to legal centers or institutions within the social context are also considered, as are interviews, panels, and educational talks held as activities that complement the content of the institutional curriculum.

This form of class organization can be used at various times in the subject program, preferably in the more complex contents linked to legal education, for the analysis of normative documents such as the Constitution of the Republic, the School Regulations, the Civil, Traffic, Family Codes, the Electoral Laws, and the laws of national symbols, among others.

It should be emphasized that in a theoretical class, the teacher does not exhaust the entire volume of knowledge of the branch of knowledge being studied, which would also be impossible due to the accumulation achieved in them; therefore, it requires adequate planning of investigative tasks.

Recommendations:

- To be carried out within the framework of the teaching process, in accordance with the content of the program



- Conduct interviews with worthy and potential role models in the community

Agents: President of the People's Council, Delegate of the Constituency, Members of the Association of Combatants of the Cuban Revolution (ACRC), Doctor of the Family Medical Office (CMF), Militants of the Party Nucleus or Secretary of the Base Committee, among others.

Aim: Theoretically identify the main processes that led these models to occupy the position, profession or trade they perform in the community.

Mode: Interview

Interview Guide:

- Briefly describe your academic background and membership in social and/or mass organizations, as well as your participation in assigned tasks.
- What qualities should a citizen possess to hold the position or profession that you hold?
 - What situations, conflicts, or problems do you identify in the community?
 - Do you like your position, profession, or job? Would you change your position, profession, or job? Why?
 - How does your position contribute to the civic education of new generations?
 - To what extent does your cooperation contribute to the development of educational processes in institutions?
 - What role has the family played in your development as a public official?
 - What advice would you give to the new generations who aspire to succeed you in your position, profession, or trade?

Experimental: A form of teaching that encourages the learner to reflect on a specific problem situation, in which arguments are presented for the analysis of collected data, through the practical solution of a particular situation.



The experimental practical class differs from the rest of the subjects in the general curriculum, due to its procedural structure, since it is carried out in the form of a social experiment, thus strengthening the communicative and investigative skills of the student, as it is carried out through cooperative work among the students themselves.

Although this class is presented as a social experiment, its use should be considered to validate or refute a hypothesis based on some stereotype, prejudice, axiom, dogma, or cliché so that students, through the revelation of information, discover the fundamentals about themselves and the real value of their existence, by being consistent with the role they play in society.

It should be used in content related to school health, human rights, challenges of young people in today's world and the role of the family as the fundamental cell of society, so that an approach to the reality existing in the community where they live is produced and contributes to their awareness for the formation of the future life project.

Recommendations:

- To design activities that are part of sociocultural projects linked to the educational institution.
- Form teams of five students with specific tasks.
- Designate a person responsible for coordinating and summarizing the points in the tour guide.
- Plan the Visit Guide to the community agency or institution.

Aim: Gather information about the treatment provided for Covid-19 in the community

Mode: Visit to community agency

Example for a visit to the Family Doctor's Office

- Composition of the Medical Practice
- Structure and number of members
- Operating time



- Functions of the Medical Office
- Create a table summarizing the following data

Title: (Name of the medical office and the community, people's council)

Year and month it occurred, total population of the community, number of infected, number of deaths, number of recovered.

- Create a summary table representing the following data regarding the Vaccination Campaign in the community. What conclusions can you draw?

Year, vaccinated population (age range), and type of vaccine applied.

- Identify the limitations encountered during the pandemic response in the community where you live (Example: Personal negligence of citizens, effects of the lockdown, among others)
- Write a paragraph explaining the importance of primary health care in your community, considering its role in disease prevention and sexuality education.

Systematization: A form of teaching based on the revitalization, structuring, and transmission of experiences (data or information) accumulated by the actors in the training process, occurring during a specific time and space, in order to understand why the object or subject develops in that way, to interpret what happens, through the ordering and reconstruction of what occurred.

Lesson planning should include: reconstructing the experience, critically analyzing it, and extracting lessons learned to share as a result of socialization. The process should also answer descriptive questions, such as: What happened? Who was involved? What results were obtained? What decisions were made? What contradictions arose? And interpretive questions such as: Why did these contradictions arise and not others? Why were these decisions made and not others? To what extent do these changes contribute to achieving the goals?



This type of practical class is the most used in Basic Secondary Education, as it favors co-evaluation and hetero-evaluation of the knowledge learned, can be developed at any time during the study program, and the socialization of the learned content is essential in it.

Recommendations:

- Organize three or more teams from the same group or from several groups where the teacher works, for the investigative process
- Clearly plan and coordinate with the agencies to be visited
- The activities to be planned will start from a previously identified central theme.
- Direct the activities to all teams or divide them among the teams
- A survey can be developed to obtain the information
- To collectively discuss the impressions of the investigative process carried out

central theme conceived: Constitutional process of 2019 in my community.

Aim: to systematize the content related to the constitutional process developed by citizens in the community where the students reside

Modality: Exchange

Team 1: Visit to the institutions of the People's Council "Los Pajales 1"

Agencies to visit: Municipal Electric Company, "Batalla de Guisa" Urban Basic Secondary School, "El Mesón" Cultural Institution, Senior Citizens' Center and "November 30th" Agricultural Market

Team 2: Visit to the institutions of the "La Nenita" People's Council

Agencies to visit: José Martí Primary School, Cupaynicú Botanical Garden, La Bloquera Construction Maintenance Company, ATLAS Transportation Assurance Company, and Celia Sánchez Manduley Poultry Farm



Team 3: Visit to the institutions of the People's Council "La Mañoca"

Agencies to visit: Municipal Coffee Company, Cubatabaco "Guisa", Municipal Agroforestry Company, National Institute of Hydraulic Resources "Guisa" and "Rafael Carrazana Cordero" Mixed Center

Suggested activities for the exchange:

- What responsibilities did you assume in the constitutional process developed during that period?
- Briefly describe how that process occurred in your work activity.
- What other member of your family participated in this process?
- Do you know anyone who has been deprived of that right, and the reason why?
- Are you familiar with the content of the Constitution approved by popular referendum on February 24, 2019?
- Would you participate in another constitutional process? Why?

For the debate, to enrich the opinions about what has been exchanged, it is suggested to also consider the following questions:

What role did your family play in the process that unfolded during that period?

What impressed you most about this process after the exchange took place?

How did the election process unfold at your school?

Do you actively participate in your organization's decision-making?

What would you change about the way your pioneering organization operates? How would you do it?

Practical transfer: A procedural form of teaching that allows the movement, transfer and application of knowledge or skills acquired in an initial situation, enabling the resolution of a second situation that arises.



Knowledge transfer reduces an individual's dependence on external sources to solve a given problem, corrects civic behavior, and shapes ineffective behaviors to acquire social skills that enable adaptation to the new conditions to which society aspires. This transfer occurs when the learner is able to integrate clear and stable concepts and propositions into their cognitive structure, requiring the ability to recognize how the acquired learning applies to new situations in daily life.

This type of class can be used in content related to the "José Martí" Pioneer Organization, socialist legality in Cuba, politically organized Cuban society, student duties, and the structure of the Cuban State, among others.

Recommendations:

- Present the initial problem and the solution algorithm
- Link the solution to the new existing problem.
- Represent social responsibility tasks or processes that are carried out in the pioneering organization
- To propose activities that contribute to preparation for public life

Interaction with the social context promotes reflection, analysis, and civic engagement.

Social situations such as the following should be encouraged:

- Community service activities (cleaning parks, historical sites, among others)
- Participation projects (that address current issues: discrimination, bullying or gender violence).
- Civic initiatives (rallies, awareness campaigns, among others).

The student must understand the need to consistently and responsibly assume their commitment to the organization they belong to, as this constitutes an exercise for the future life project they aspire to build. A table is presented below outlining social processes that, by association, develop in pioneer institutions and, through gradual abstraction, allow for the recognition of this type of practical class.



Table 1: Representation of the training process as preparation for social participation in the community

Source: Own elaboration

Social process in the community	Educational process at school
Guardian Cederista	Pioneer Guard
Volunteer Work	Socially Useful Work
Accountability Assembly	Pioneer Assembly

In this type of class, students can be guided to participate in the community's social processes, interacting with those responsible and understanding the need to consciously carry out these activities as part of their educational development. This fosters personal and social identity, responsibility, and civic engagement. These elements are presented as obligations undertaken within the Pioneer organization to which they belong.

A retrospective look at the classifications of practical classes in the subject of Moral and Civic Education allows us to identify contributions that demonstrate their viability and usefulness for the student's educational process, for example:

- Use of resources and means that promote communication and research in cognitive activity, in constant articulation with socializing agencies.
- Development of vocational skills and habits for the application of theoretical knowledge in the future profession.
- Gradual and systematic feedback that allows control of the teaching and learning process.
- In the practical class it is important to establish control over the development of skills and habits, the mastery of work methods, the linking of theory with practice and the results of the activity.



The practical class should begin with an introduction in which the teacher reviews the theoretical aspects already studied, which will be applied through learning tasks. The teacher should assess the students' preparation based on the provided guidance and provide any necessary feedback to ensure they are meeting the established objectives, which they will guide appropriately.

In the final part of the practical lesson, the teacher should evaluate the students' performance according to the established indicators. It is recommended to use different forms of assessment so that students can recognize their strengths and weaknesses, which will lead to an improvement in their performance level.

The conclusions drawn from the practical session should be used to draw theoretical and methodological generalizations based on the established objective. The instructor can specify the theoretical foundations applied in the tasks carried out during the chosen modality, depending on the results obtained. Similarly, the instructor should assess adherence to the planned methodology, emphasizing the development of the proposed skills. During this part of the session, the instructor can assign additional activities as needed to further stimulate student learning.

Conclusions

- The study carried out allows the introduction of a new approach in the teaching-learning process of Moral and Civic Education in Basic Secondary Education, whose contextualization is based on the classification of the practical class as a form of organization of the teaching-learning process of Moral and Civic Education, in constant interrelation with the formative sociocultural context in which the students develop..
 - It is designed to develop students' communication and research skills to shape their future life plans. From the classroom, students are prepared to identify problems related to their family and social environment and, consequently, propose solutions.
 - This approach allows for directing teaching in education with a developmental, meaningful, attractive and captivating focus, based on the development of qualities for social



and personal identity, responsibility and civic participation as a premise of the formative process in Basic Secondary Education.

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