

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

CONFIGURACIÓN METODOLÓGICA PARA EL DESARROLLO DE LA SUPERACIÓN POLÍTICA E IDEOLÓGICA A CUADROS EN CUBA

Tania María Almarales Jacas^I  <https://orcid.org/0000-0002-7103-9872>

Rafael Claudio Izaguirre Remón^{II}  <https://orcid.org/0000-0001-6295-3374>

Luis Antonio Guerra Vega^I  <https://orcid.org/0000-0001-6551-2208>

^I Níco López University of the Communist Party of Cuba, Faculty of the Communist Party of Cuba “Desembarco del Granma”, Granma, Cuba.

✉ direcciongrm@espnl.cu, vdipgrm@espnl.cu

^{II} University of Granma, Granma, Cuba.

✉ rizaguirrer@udg.co.cu

* Corresponding author: direcciongrm@espnl.cu

JEL Classification: JEL: I21, I23

DOI: <https://doi.org/10.5281/zenodo.15096777>

Received: 21/12/2024

Accepted: 12/02/2025

Abstract

The article aims to improve the political and ideological improvement of cadres, which is an imperative nowadays, in order to achieve a competent and committed cadre in the management work that it develops. In the research, empirical, theoretical and statistical methods are used, as well as the structural-functional systemic method that allows methodological triangulation, to achieve the proposed objective. As a result, a methodology is obtained for the development of political and ideological improvement of cadres, which focuses on the principle of contextual diversity, which promotes integrality, transdisciplinarity, self-

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

management and autonomy in knowledge. By using the method of progressive articulation of contexts, the proposal generates a repositioning of pedagogical science applied to the political direction of society.

Keywords: political and ideological improvement, cadres, cadre policy, methodology.

Resumen

El artículo tiene el objetivo de perfeccionar la superación política e ideológica a cuadros que constituye un imperativo en la actualidad, para lograr, un cuadro competente y comprometido en la labor de dirección que desarrolla. En la investigación se utilizan métodos empíricos, teóricos y estadísticos, el método sistémico estructural funcional que permiten la triangulación metodológica, para lograr el objetivo propuesto. Como resultado se obtiene una metodología para el desarrollo de la superación política e ideológica a cuadros, que centra su atención en el principio de la diversidad contextual, que promueve la integralidad, la transdisciplinarietà, la autogestión y autonomía en el conocimiento. A partir de la utilización del método de la articulación progresiva de contextos, la propuesta genera un reposicionamiento de la ciencia pedagógica aplicada a la dirección política de la sociedad.

Palabras clave: superación política e ideológica, cuadros, política de cuadros, metodología.

Introduction

The improvement of the political and ideological development of cadres, developed by the University of the Communist Party of Cuba "Nico López", constitutes an imperative of the Cuban revolutionary process. The essential purpose of this is to mold the cadre so that, based on the exercise of the specialized work of leadership that it develops, it can lead the construction of the socialist society, from the creative application of the necessary knowledge, feelings, attitudes and values, in correspondence with the economic, ideological, cultural and sociopolitical demands that the Cuban socialist social project poses.

As a pedagogical process, political and ideological improvement is essential to realize the aspirations of forming a competent, committed and essentially revolutionary cadre, since its social function makes it the backbone of the Revolution, as Guevara asserted.¹ The process of political and ideological improvement of cadres, at the present time, is the subject of discussion and debate in different scenarios, in the search for alternatives for its continuous and permanent development, which is not limited only to the academic context in which courses, workshops and specialized conferences are received, but also occurs in the management spheres themselves where the subjects involved carry out the management work, since this is the edge that shows the need for their improvement.

The policy outlined in the Guidelines and Resolutions of the 8th Congress of the Communist Party of Cuba² insists on the need for permanent self-improvement as a condition for the development of management work, an issue justified by the regulatory documents of the Cuban State, including Resolution 138³, which establishes the Ministry of Higher Education and refers to the components and particularities of the continuing education mode, as well as Resolution 140⁴, Regulations on

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

Postgraduate Education of the Republic of Cuba, which defines postgraduate activity and its characteristics, signifying the growing role of the professional who improves through postgraduate studies, as well as Resolution 47⁵, Organizational Regulations of the Teaching Process and of the Direction of Teaching and Methodological Work of the Ministry of Higher Education.

From the sectoral point of view, political and ideological professional development is proposed as a component of the postgraduate subsystem for the University of the Communist Party of Cuba "Nico López", in the context of its specialized action as a link in the system that represents political and ideological education as a social process. It is important to highlight that regarding the singularities of political and ideological professional development, it is considered as a pedagogical process proper to postgraduate education, in which the categories analyzed by authors such as Fernández, Barrabí and Pérez⁶; Valencia, Ayala and González⁷; Lozada, Huepp and Fumero⁸; González and Moratan⁹; Ortiz and Cutimbo¹⁰; Naranjo, Rodríguez and Rodríguez. R¹¹, who in their research address continuous training, knowledge management, professional development, the self-management process of learning and autonomous learning as theoretical expressions that contribute to the understanding of the proposed methodology, are manifested.

Conceived as pedagogical foundations, the scientific production of the University of the Communist Party of Cuba "Nico López" is also assumed, authors such as: Martínez¹² and Sánchez¹³, which integrates the essential contributions of Pedagogy as a science with Management. The cited authors provide contributions that contribute to the improvement of political and ideological improvement, however, they do not reveal a theoretical-pedagogical perspective that stimulates -from the process studied-, its continuous and permanent character in relation to self-improvement, self-management of knowledge and autonomy of the cadre that is improved; taking into account the diversity of contexts that emerge from the management activity itself, which shows epistemic fissures that fragment the very sense of improvement, which are not sufficiently addressed in theory and have repercussions in a lack of effectiveness in practice.

Consequently, external manifestations of a factual nature are observed in the development of political and ideological improvement for cadres, such as:

- insufficient motivation in the cadres to assume political and ideological improvement and self-improvement as a continuous need.
- inadequacies in the theoretical-practical skills of the cadres in their actions in the direction.
- limited use of Information and Communication Technologies by teachers and cadres in the development of political and ideological improvement.
- political and ideological improvement for cadres and self-improvement are not always planned and controlled as pedagogical processes.
- the execution of the process is centered, in its generality, in the academic context.

A causal analysis of this reality leads to consider that:

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

- The national curricular programs, for the exercise of political and ideological improvement for cadres, guide the development of the process, mostly from the presence, in the academic context.
- Political and ideological improvement of cadres lacks a systemic character.
- Actions for political and ideological improvement of cadres are not always adapted to the cognitive needs of the same and do not always take into account a diagnosis of individual needs and potentialities.
- The mastery by teachers of the University of the Communist Party of Cuba “Nico López” and the cadres of the advantages offered by Information and Communication Technologies is limited, in order to promote distance education, semi-presential education and the exercise of permanent self-improvement, from the spheres of management.

This logic of analysis reveals epistemological limitations, essentially in the theoretical-pedagogical conception for the development of political and ideological improvement; which in its practical repercussion manifest the lack of effectiveness in the action of the cadre in the direction; all of which validates the need to develop studies that contribute to the modification of the current state of the process.

In the coordinates of the logic of analysis, the manifest insufficiencies in political and ideological improvement limit the improvement and self-improvement of the cadre and its action in the direction and constitute a problematic situation of undoubted current relevance. That is why in the present article ideas are proposed for the elaboration of a methodology for the development of political and ideological improvement for cadres, which stimulates the processes of continuous and permanent improvement and self-improvement and favors the improvement of the direction.

Materials and methods

Theoretical, empirical, mathematical and statistical methods were used to develop the methodology for the development of political and ideological improvement for cadres. Historical-logical and analysis-synthesis to determine the background of evaluation processes, their historical development and trends through national and international bibliographical review and discriminative with documentary analysis, based on the diachronic comparison of good practices identified through the binary assessment of characteristic features present in the sampling. Induction-deduction to identify manifest deficiencies in the state of the art and key variables in the evaluative references consulted.

A theoretical-pedagogical investigation is carried out, from the theoretical-philosophical perspective of materialist dialectics, as an epistemological orientation of the investigative process, to model the process of improvement of political and ideological improvement for cadres, using different methods, procedures and research techniques, among them.

The theoretical methods are:

- Historical-logical to reveal the characteristics of the historical development of the process of political and ideological overcoming of cadres, as well as its regularities.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

- Analytical-synthetic transversalizes the study, mainly in the precision of the epistemological foundations that the research problem demands, the theoretical assumptions that support its solution and in the analysis and interpretation of the results obtained with the application of the instruments.
- Inductive-deductive to carry out the empirical and theoretical analysis of the problem, which allows assuming the necessary assumptions, reaching conclusions and generalizations about the treatment of political and ideological overcoming of cadres.
- Systemic structural functional allowed determining the structure, functions and relationships between the components of the designed methodology.
- Dialectical hermeneutic to -from the different interpretative paradigms- achieve the use of the main theories that support the process of political and ideological overcoming of cadres.
- Hypothetical-deductive to more accurately verify the validity of the scientific hypothesis and make inferences from the results.

In the research, the procedures of scientific thought are used, such as the ascension from the abstract to the concrete, from the application of the systemic approach and content analysis, for the epistemological reconstruction of the process studied.

Results

The research process allowed the design of a methodology for the development of political and ideological improvement of frameworks that acts as a praxeological construct of application, focused on the concretization of the improvement of the studied process.

In the construction of the methodology, the general theoretical foundations are assumed from pedagogical science, by Alonso, Leyva and Mendoza,¹⁴ which addresses it from two alternatives as a scientific result in the area of pedagogical sciences. In accordance with this, the methodology that is stated as a contribution to the theory and practical contribution is selected, from the construction and foundation of a new method, the methodology that is proposed constitutes a theoretical-practical contribution.

The General Theory of Bertalanffy Systems,¹⁵ contributes to recognize the system as an expression of objective reality and not objective reality itself, where the properties cannot be understood, explained and interpreted in terms of their component elements separately; Interpretation is achieved when the system is studied as a whole, and all the subprocesses or component elements and their relationships are involved. The method assumed from the theory of systems, for the construction of the methodology proposed by the research is the systemic-structural-functional.

In addition, it is based on the foundations of the Sociology of Education established by Blanco,¹⁶ in what refers to the theory of socializing agents and agencies and with singularity, from the theoretical perspectives that it addresses; the cognitive and the sociocultural. When addressing the epistemological essence of the philosophy of education, Aldama and Casañas,¹⁷ highlight the role of practical activity in the continuous process of formation and self-formation of man, by supporting the idea that man transforms himself in the revolutionary practical activity. This important and contributing thesis for the construction of the methodology is agreed upon, since the essences of the same lie in the self-management process of knowledge, self-formation and self-development in various contexts.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

The proposed methodology is based on the concepts of cultural anthropology set forth by Hernández,¹⁸ who is assumed to define the direction of social processes from the role of man and his functionality to lead cultural processes that encompass mechanisms of mobilization, participation, socialization and cultural transformation of reality.

Likewise, in the psychological order, the historical-cultural approach of Vygotsky¹⁹ is taken into account, which favors the understanding of the construction of the pedagogical perspective defended by the authors of this article, from the theoretical postulates related to the theory of social development and the role of productive, transformative practical activity as articulating axes of the individualization and socialization of the process of political and ideological overcoming of cadres.

Significant are the considerations of the psychological paradigm of meaningful learning by Ausubel,²⁰ as a cognitive conception of learning that postulates the procedural nature of meaningful learning, which occurs when the person interacts with his environment and in this way builds his personal representations, so it is necessary to make value judgments that allow him to make decisions based on certain reference parameters.

The cardinal pedagogical reference in the construction of the perspective are the laws of didactics proposed by Alvarez,²¹ for the content they reveal, with particularity the law that refers to the relationship of education with the social framework in which its demands are raised (school in life). The principles of the direction of the pedagogical process, formulated by Addine,²² represent from a systemic character the diverse contexts in which the cognitive process is developed; even when the referred author expresses them from the school context.

Authors who refer to the topic under investigation address the categories of continuous training, knowledge management, professional development, self-management of learning process and autonomous learning, categories that contribute to the argumentation of the components of the proposed pedagogical perspective.

The methodology, whose representation is graphed in **Figure 1**, is based on the systemic relationship between the components that mean the cognitive theoretical apparatus and the instrumental apparatus.

The condition of integrated processes, from a methodological and relational logic, favors the manifestation of the construction of relationships and qualities that contribute to the pedagogical educability of the cadre in the ideological political improvement, seen from the relationship between improvement and self-improvement as an expression of the essential regularity of the methodology in its entirety, which is reinforced as a pedagogical support of the investigated process, this constitutes an indispensable condition for the direction, which favors the improvement of the construction of the socialist state of law.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

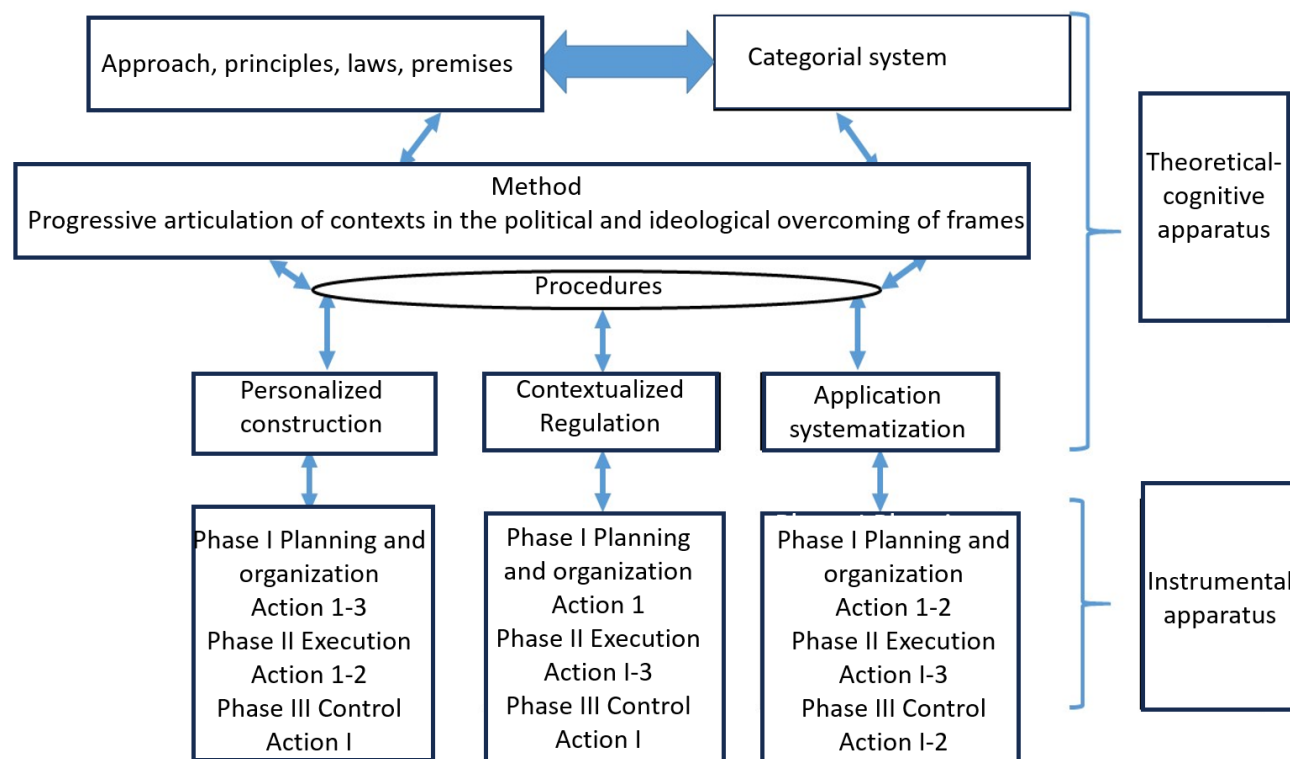


Figure 1. Methodology for the development of political and ideological improvement in cadres.

Source: based on the model of Alonso, Leyva and Mendoza (2019)¹⁴

The methodology is based on the theoretical assumptions incorporated from science about the concept of political and ideological improvement of cadres and the epistemic constructs contributed by the authors, which are distinguished in the research. Political and ideological improvement of cadres is understood as: a process where improvement and self-improvement, training and self-training interact in a dynamic and dialectical way in various contexts; to achieve a logic of thought, an integration of knowledge, a development of theoretical-practical skills, the formation, development and consolidation of political-moral convictions; an understanding, transmission and fulfillment of the policy of the Communist Party of Cuba, to achieve the transformative action of the cadre in the direction.

In accordance with the systematized elements, a methodology is proposed whose essential purpose is to promote the political and ideological improvement of cadres and their transformative action in management, in order to achieve a correspondence with the dynamics that establish the relationships between the aspirations that the cadre model currently poses, and the particularities in which political and ideological improvement is developed; which requires its execution from the contextual diversity, which favors improvement and self-improvement, its integrality and cognitive dynamics.

The methodology is a practical and scientific instrument, which transcends the boundaries of the traditional general approach revealed in the cultural experience investigated and studied by the authors. It moves towards an open, current, novel approach; which contributes to the improvement of political

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

and ideological improvement of cadres - from revealing a new architecture for its development -, which promotes and demands new ways of performance of the cadre in management.

The proposal defines the cognitive theoretical apparatus that governs the methodology, which is defined based on:

Principles

1. Diversity of contexts.

It is given a leading role in the methodology, by representing the contexts in which the team exercises the management work (economic, political, social, cultural, environmental), as a network of relationships in which knowledge is constructed and reconstructed in a systematic and self-managed way, to achieve higher levels of efficiency in performance; in contextual diversity, self-improvement, developmental and significant thinking, autonomy and self-determination are encouraged, in close connection with the commitment to exercise the process of socialization of the cognitive levels achieved. From this principle, the applicability of the subsystems and components represented in the pedagogical model is specified.

The understanding and transformation of the contextual reality that the cadre must achieve from the application of the principle, finds its foundation in the pedagogical orientation exercised from the academic context, from which also comes the need for its articulation with the contexts that emerge from the direction. A pedagogical-dialectical relationship is encouraged that systematically has to be attended to by the cadre, as a condition from which the redefinition of theory in practice emerges and vice versa.

2. Linking education with life, the social environment and work.

It is given a leading role in the methodology, by referring in its dialectical logic to the need that reveals the political and ideological overcoming of cadres today, that of being developed from a pedagogical treatment, which stimulates the theory-practice relationship, which finds concretion in the methodology, in the various contexts that intervene in the process of political and ideological overcoming of cadres (academic and those that emerge from the direction). The use of the framework is decisive. The framework builds the levels of cognitive efficiency and resolution that the demands that emerge from political and ideological overcoming and from management require; it produces and builds knowledge and transforms the reality that it is responsible for directing, based on an active-developmental-transformative orientation.

3. Unity between the cognitive and the affective

This is a fundamental principle that is contextualized in the present study. It directs its attention to systematically building the regulatory base of the framework's personality, in order to develop the procedures determined for the functionality of the method of progressive articulation of contexts. From the principle, psychological formations are developed, which are oriented, planned and controlled in the various contexts (formative and self-formative).

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

The actions proposed in the methodology and from each procedure, for the realization of the political and ideological improvement of cadres, have in their essence a psychological process, which implies the unity between the cognitive and the affective. Motivation is the express mediation that offers functionality to the relationship proposed, and is present in all the actions foreseen in the methodology for the development of political and ideological improvement; the principle, from this, encourages and stimulates development, which directly impacts the transformation of the direction.

4. Unity of the instructive, educational and developmental.

It provides teachers who train cadres with essential ways to direct the process of political and ideological improvement, from the formative context and towards the development of self-improvement and/or the self-training context; The principle encourages the use of productive methods to achieve an autonomous and self-managed dynamic in cognitive, evaluative and procedural activity, which allows the cadre to transform itself and the management activity from the orientation for the development of political and ideological improvement.

The principle in the proposed methodology contributes to: the active-transformative orientation of the cadre, to the establishment and consolidation of cognitive, evaluative and procedural relationships in the various contexts, to strengthen self-control and self-direction of the personality towards the goals and problems to be solved, based on the development of the regulation of motives, needs and interests, knowledge and skills and to build a continuous significance of knowledge based on its applicability in the different contexts that emanate from the process of political and ideological improvement and self-improvement.

5. Active and independent conscious character of the subjects.

It contributes to self-management, autonomy in the search for knowledge, by the cadre in the process of self-improvement and/or self-training; In the methodology, the use of the principle, strengthens and stimulates independence and cognitive transfer, skills that contribute to the transformation of the management reality in which the cadre, the management, acts.

Unity of the scientific and ideological character of the pedagogical process: it contributes to the integrality of the cadre, contributes to consolidating the condition of subject of the process of political and ideological improvement, provides a singular functionality to the methodology, because it expresses the need for the use, by the cadre, of the new information and communication technologies (NTICs) and science, in the development of political and ideological improvement and self-improvement and in the work of management; the principle favors and consolidates from the actions proposed in the methodology, autonomy, self-management, the continuous conversion of information into knowledge offered by the various contexts.

Creative thinking is encouraged, as is the search for alternatives to the problems posed by the processes of improvement and self-improvement, while the team manages to put knowledge to work for transformation, mobilizes cognitive, affective and motivational resources and converts these resources into potential.

Law of the relationship between education and the social framework in which its demands are raised.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

All education or training process must be in relation and respond to the demands of practice; education as a process addresses and contributes to transforming the demands of society. The law transversalizes the construction of scientific knowledge in the present research and achieves its concretion by directing the most effective way to develop the political and ideological improvement of cadres, where the theory-practice relationship is continuously stimulated from a pedagogical treatment; this relationship finds concretion in the methodology, in the various contexts that intervene in the process of political and ideological improvement of cadres (academic and those that emerge from the direction).

The methodology for the development of political and ideological improvement of cadres at the University of the Communist Party of Cuba “Nico López” is built from basic requirements and starting conditions that constitute premises which are an expression of a high level of generalization, they are expressed as follows:

- The methodology for the development of political and ideological improvement of cadres at the University of the Communist Party of Cuba “Nico López” is understood from the system of relations that make it up from its procedures, phases and actions, so the integral approach characterizes its development.
- The practical concretization of the methodology requires a design supported by the use of contextual diversity, for the development of political and ideological improvement of cadres at the University of the Communist Party of Cuba “Nico López”, in accordance with the cognitive, evaluative and procedural demands that emerge from the leadership work carried out by the cadre.
- The dynamics between the processes of improvement and/or training and of self-improvement and/or political and ideological self-training of cadres at the University of the Communist Party of Cuba “Nico López” must be considered as a relevant aspect in the methodology.

Construction of a new Method

The method of progressive articulation of contexts in the political and ideological improvement of cadres is conceptualized as the way for the successive relationship of procedures and actions that favor the integrated structuring of the various contexts of political and ideological improvement, from a pedagogical practice that is exercised by teachers of the University of the Communist Party of Cuba “Nico López” and by cadres, with the purpose of ordering and systematizing the capacity to process and communicate relationally the procedures of improvement and political and ideological self-improvement from the various contexts that emerge from the direction, to develop the continuous training and self-training of cadres.

Thus, the progressive articulation of contexts method provides the way and the means for the team to systematically integrate academic demands with the identification of learning and development needs, which emerge from the spheres of action of the management.

The proposed pedagogical practice stimulates the two moments: improvement and self-improvement, it enables the cadre to continuously build, rebuild and deconstruct knowledge, for this it uses previous knowledge, that achieved by self-management, as well as, that which emerges and demands the different spheres of management of the direction.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

The method demands procedures for its application in the improvement of the political and ideological improvement of cadres at the University of the Communist Party of Cuba "Nico López", by teachers and cadres; group academic improvement, combined contextual academic improvement, applied contextual self-improvement.

Group academic improvement is defined as: pedagogical practice that allows academic updating, complements knowledge, skills in an integral way and provides pedagogical tools in order to enrich and improve acting in the practice of management.

Combined contextual academic improvement is defined as: a cooperative pedagogical practice that allows knowledge to be consolidated through the validation of collective academic experiences in the practice of management, using internal forces, and is developed as a generic personal process.

Applied contextual self-improvement is defined as: a personalized pedagogical practice of the cadre in the identification of learning and development needs and the coverage of knowledge through self-learning with own resources in various contexts, which is developed as a process of continuity of political and ideological improvement.

Through the method of progressive articulation of contexts, the cadre permanently assumes the regulation and self-regulation of the political and ideological improvement process, while perfecting its actions in the management activity, based on the achievement of its pedagogical educability (Figure 2).

The defined budget that cross-cuts the methodology is the detailed study of the exercise of political and ideological improvement of cadres at the University of the Communist Party of Cuba "Nico López", as this process is the one that guides the theoretical-pedagogical conception that is proposed. The greatest emphasis in this particular is placed on the subjects involved in the implementation process: the cadres and teachers, as well as on the state of their potential and the possibilities offered by the context and the application scenarios of the proposal. The methodology for the development of political and ideological improvement of cadres at the University of the Communist Party of Cuba "Nico López" proposed is carried out, from the assumed and specified theoretical conception; it expresses its structure from procedures, phases, actions and indicators.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

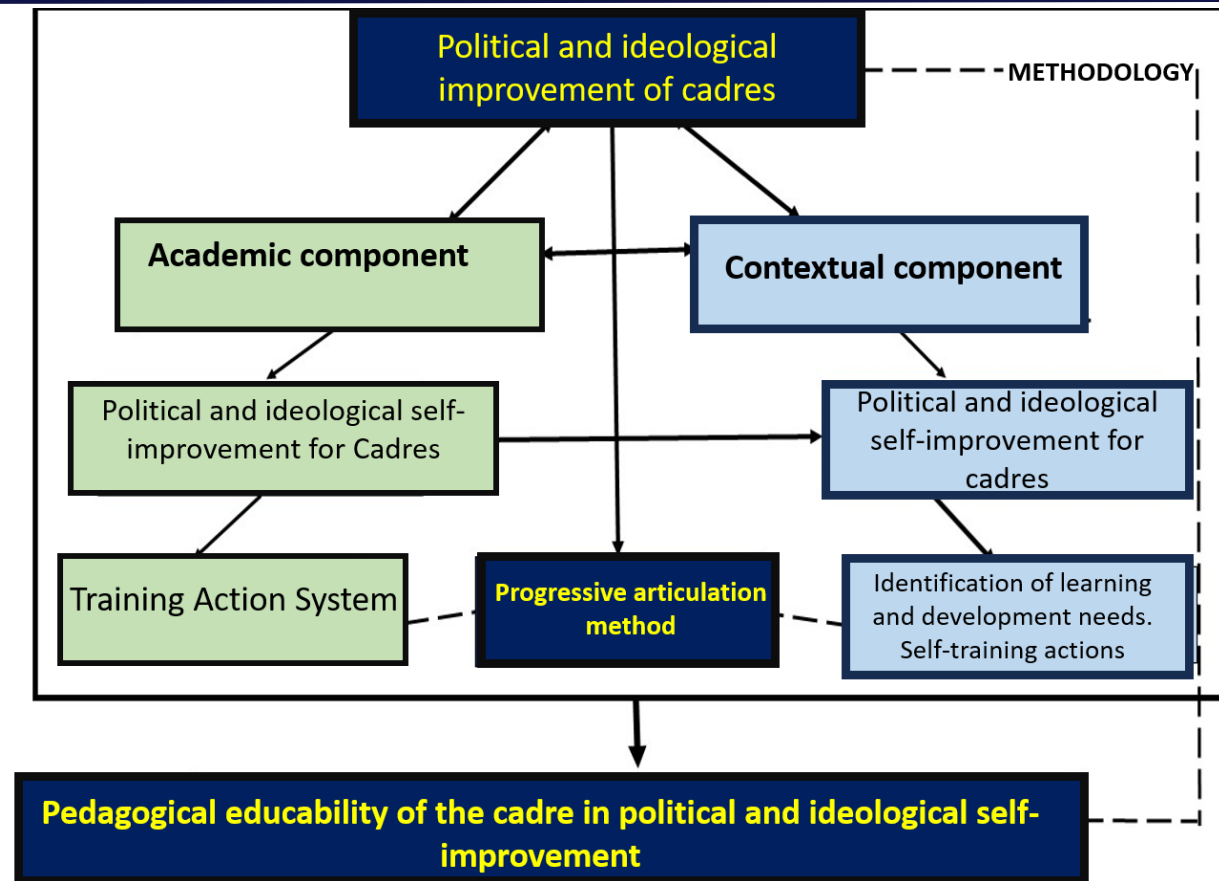


Figure 2. Structuring the method Progressive articulation of contexts
Source: own elaboration

Procedure for the personalized construction of political and ideological improvement for cadres

The procedure contributes to the identification by the cadre of motives, interests, needs and internal articulations. It provides the ways for the cadre to carry out the action of internalizing knowledge, continuous and personalized search for the effective consideration of the axiological, educational, attitudinal and behavioral foundation and integrates it into the cognitive and socio-political development of the personality, ensures the possession of technical means that facilitate the activity, the acquisition and processing of information and pertinent feedback. It is the way to assume a cognitive construction of one's own and continuous, to develop in the practical activity of direction, with the required preparation for it.

The personalized construction is configured in the different contexts; the academic context is the space that enhances the motivation to exercise a cognitive construction with its own character, the contexts that emerge from the direction consolidate said motivation.

The procedure also provides the methodology necessary for the team to harmonize in an integrated manner the knowledge it possesses, the knowledge it incorporates, and the new and enriched knowledge revealed by the practice of developing management.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

Personalized construction favors the establishment of necessary connections between the personal characteristics of the cadres, with the demands and projections of the management, it methodologically projects cognitive independence and contributes directly to the training and self-training process.

The methodology to specify the procedure provides the ways to create a synergy between the various learning contexts, promoting the dynamics and dialectic of the training and self-training process of the cadre in political and ideological improvement.

The procedure transversalizes the others that are exposed in the methodology, due to the degree of implication that the personalized construction has in the links of the cognitive process of the cadre; it must be used during the contextualized regulation and the applicative systematization of the political and ideological improvement of cadres.

Phase I. Planning and organization

The procedures of the method are preferably used: combined contextual academic improvement and applied contextual self-improvement, as pedagogical practices that contribute to the determination of both individual and collective cognitive, methodological, material and technological needs, for the development of political and ideological improvement.

1. Action 1. Identify needs of the cadres and teachers involved. The indicators refer to: felt, expressed and planned needs.
2. Action 2. Define contexts where the process of implementation of the methodology is developed. The indicators are the academic context and the management spheres of the direction.
3. Action 3. Determine the material, technological, organizational conditions and other requirements associated with the implementation and contextualization of the designed activities. The indicators are linked to the material, technological and organizational conditions.

Phase II, Execution

The procedures of the method are preferably used: applied contextual self-improvement, combined contextual academic self-improvement and group academic self-improvement, pedagogical practices that contribute to the concretization in both individual and collective actions of the cognitive, methodological, material and technological needs identified for the development of political and ideological self-improvement.

1. Action 1. Design the personalized self-improvement plan for the cadre. The indicators are the component by need identified for the individual plan of the cadre.
2. Action 2. Develop activities for the achievement of personalized construction.
 - Planned based on the needs and interests of the cadres, (cognitive, procedural and attitudinal).
 - Promote exchange, debate, reflection, for the development of a critical understanding of reality from a contextual pedagogical understanding.
 - Favor independent cognitive activity and independent self-regulation of the cadre, motivation and the ability to improve and self-improve in various contexts.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

Planning is carried out with the participation of the group of cadres, agents and socializing agencies, bearers of knowledge, procedures and values that improve the actions of the cadre in the direction, from political and ideological improvement and self-improvement.

The indicators are linked to the activities planned by the needs and interests of the cadres, autonomy in knowledge, constant self-improvement and cognitive self-regulation.

Phase III Control

The procedures of the method are preferably used: applied contextual self-improvement and combined contextual academic improvement, pedagogical practices that contribute to control based on the evaluation of the effectiveness of the planned and developed actions.

1. Action 1. Evaluate the Procedure for the personalized construction of political and ideological improvement for cadres, based on the critical understanding and feedback of the methodological possibilities offered by the implementation of the same from the proposed methodology, for the development of political and ideological improvement for cadres at the University of the Communist Party of Cuba "Ñico López".

The indicators are related to the methodological possibilities offered by the procedure

Procedure for the contextualized regulation of political and ideological improvement

The procedure fulfills the objective of methodologically guiding the cadre to achieve the incorporation and integrality of knowledge in the various contexts, allowing him to equip himself with the theoretical-practical tools for this, to explain and act in the practice of the management process that he exercises, to direct the development of intellectual processes, thought, perception of the world, conscious memory, voluntary direction of attention, continuous acquisition of knowledge, the search for alternatives to solve problems present in the various contexts in which he exercises the management process.

Phase I Planning and organization

The procedures of the method are preferably used: applied contextual self-improvement and group academic improvement, pedagogical practices that contribute to relating the different contexts where the actions of political and ideological improvement are expressed for the cadre, as well as personalizing said actions from the cognitive, evaluative, attitudinal and procedural point of view.

1. Action 1 To prepare the teaching staff of the University of the Communist Party of Cuba in the uniqueness that the use of the diversity of contexts represents in the development of political and ideological improvement.

Diversity of contexts, understood as: physical-geographical, institutional and non-institutional spaces (with or without legal personality), where teaching is carried out and where management takes place (economics, politics, society, ideology, culture, legal) - specialized management work carried out by the staff.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

- Determine the technological and organizational conditions for the development of the preparation of teachers of the University of the Communist Party of Cuba “Ñico López” and cadres.
- Determine the psycho-pedagogical potential of the subjects who intervene in the implementation and contextualization of the methodology and the knowledge of the singularities that reveal the belonging of the cadres to one organization or another and those generated by the management in its entirety.
- Determine the potential emanating from the context of the management for the development of political and ideological improvement and self-improvement of cadres and from the singularities that reveal the belonging to one organization or another.

The indicators are referred to the psycho-pedagogical and contextual potentials.

Phase II Execution

The procedures of the method are preferably used: applied contextual self-improvement and combined contextual academic improvement, pedagogical practices that contribute to developing cognitive, evaluative, attitudinal and procedural actions in a collective and with the use of internal forces, as well as personalizing said actions.

1. Action 1. Carry out methodological preparation activities with the teachers of the University of the Communist Party of Cuba "Ñico López", to stimulate political and ideological self-improvement and improvement in cadres based on the use of the diversity of contexts (academic and those emanating from the management).
 - Plan activities as part of the methodological work where study programs are developed and contextualized to intend from them the dialectical relationship between the cognitive, attitudinal and procedural, and incorporate their development from the contextual diversity and from the determination of learning and development needs.
 - Conduct methodological classes with the aim of offering teachers of the University of the Communist Party of Cuba “Ñico López” the methodological orientations that promote the materialization of the method of progressive articulation of political and ideological improvement, which implies the achievement of autonomy, self-regulation and cognitive significance, creativity and continuous self-improvement of the cadres in various contexts (academic and management).
 - Develop tutorial actions that motivate and help the cadres to achieve conscious self-training and self-improvement with the use of information and communication technologies (ICTs).
 - Develop scientific-methodological work for the search for various solutions from science for the development of political and ideological improvement of cadres based on the use of contextual diversity.

The indicator is linked to the effectiveness of methodological activities for contextualized regulation.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

2. Action 2. Carry out activities independently by the team to achieve conscious self-training:
 - Identify cognitive goals (intrinsic and extrinsic and/or contextual).
 - Identify contextual conditions that influence cognitive goals.
 - Analyze and select the most convenient strategies to achieve the identified cognitive goals.
 - Develop the self-training and self-improvement plan.

The indicator is related to the effectiveness of the performance, the effectiveness of the planning of self-training and self-improvement.

3. Action 3. Carry out activities independently by the team to specify the theoretical-practical systematization.
 - Include in the self-training and self-improvement plan (Phase II, Action 2) actions for the development by the team of theoretical-practical systematization.
 - Definition of objectives of theoretical-practical systematization.
 - Definition of cognitive results expected from theoretical-practical systematization.

Includes the planning of spaces for debate and discussion of opinions of the experiences resulting from theoretical-practical systematization, to share experiences and share what has been learned. The indicator is determined by the effectiveness of the activities carried out for personalized construction.

Phase III Control

The procedures of the method are preferably used: applied contextual self-improvement and combined contextual academic improvement, pedagogical practices that contribute to controlling and evaluating the cognitive, evaluative, attitudinal and procedural actions developed and the impact had on the contextualized regulation of the cadres in the development of political and ideological improvement.

1. Action 1. Carry out workshops and spaces for debate to assess the contextualized regulation of the cadres in the development of political and ideological improvement (weaknesses, threats, strengths and opportunities).

The indicator is the effectiveness of the contextualized regulation.

Procedure for the systematization of the application of political and ideological improvement to cadres

In this procedure, the actions that were designed in the previous phases reach a higher level of generality, practical application and the transfer occurs, which is where the cadre demonstrates an optimal degree of cognitive, evaluative, attitudinal and procedural independence, achieving metacognition that implies the attainment of awareness of one's own thought processes and an understanding of the methodological patterns that can be used, from the discrimination of the same.

The actions in each phase are governed by a method procedure, which will contribute to a more effective orientation for the achievement of political and ideological improvement of cadres. The actions involve cadres, teachers from the University of the Communist Party of Cuba "Nico López" and agents, who

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

constitute the human potential that works in socializing agencies, institutional and non-institutional (with legal personality or not),

Phase I Planning and organization

The procedures of the method are preferably used: combined contextual academic improvement and applied contextual self-improvement, pedagogical practices that contribute to carrying out theoretical-methodological treatment in a collective for the achievement of greater effectiveness in the individual-practical action of the management.

1. Action 1. Conduct a methodological workshop as part of the teaching-methodological and scientific-methodological work, by the teachers of the University of the Communist Party of Cuba "Nico López", with the objective of carrying out theoretical-methodological treatment of the application systematization of the political and ideological improvement of cadres (generalization, application and transfer) of knowledge, methods and procedures.

The indicators are related to the effectiveness of the proposed operationalization, the quantity and quality of the pedagogical actions.

2. Action 2. Develop self-improvement by the cadre, based on the operationalization of the application systematization of political and ideological improvement, to personalize it and apply it accordingly, in the management spheres that emerge from the direction.

The indicators are related to the fulfillment of the objective and the satisfaction criteria.

Phase II Execution

The method procedure is preferably used: applied contextual self-improvement, pedagogical practice that contributes to the action of the cadre, based on a cognitive construction with its own character, which includes the evaluative, attitudinal and procedural. The method procedure used in the development of the phase also favors continuous action in the direction, as well as achieving effective resolution to the problems present in the various contexts that emerge from this specialized work of direction.

1. Action 1. Apply by the cadres, the knowledge acquired from the training and self-training actions carried out for political and ideological improvement, in the different contexts that emerge from the work of direction.

The indicators are linked to the quantity, focus and scope of the use of the training and self-training actions, as well as the degree of satisfaction (personal, direction).

2. Action 2. Transfer the knowledge acquired from the training and self-training actions carried out from political and ideological improvement, to new and different contexts that emerge from the management work.

The indicators are the level of contextual knowledge from the training and self-training, Degree of use of knowledge, methods and procedures in new practical situations generated by the context

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

Phase III Control

The procedures of the method are preferably used: combined contextual academic improvement and applied contextual self-improvement, pedagogical practices that contribute to the collective evaluation and self-evaluation of the actions developed by the cadres from the application systematization.

1. Action 1. Carry out systematic monitoring of the planned methodological actions. The indicator refers to the use of the planned methodological actions.
2. Action 2. Analyze the cognitive, evaluative, attitudinal and procedural results achieved by the cadres and the impact and effectiveness in the transformation in the direction. The indicator is related to the results achieved in the personalized incorporation of the cognitive, evaluative, attitudinal and procedural aspects

From the logic that supports the design of the methodology, it becomes an instrument of concretion, it favors the application, in pedagogical practice, of the foundations that perfect the political and ideological improvement of cadres in a contextualized way, from a logic of relationships and synergy between academic improvement and self-improvement and consolidates the pedagogical educability of the cadre in political and ideological improvement, as it reveals the unity of the instructive, educational and developmental character that the improvement assumes, to generate changes in the way the cadre acts as a social subject.

Discussion

The methodology for the development of political and ideological improvement of cadres, based on a systemic approach, positions the theoretical assumptions expressed by pedagogical science and by that produced by scientists from the University of the Communist Party of Cuba “Ñico López”. The proposal makes its projection unique from the practical result proposed in this article, goes beyond the limits of the academic context in which the contributions made so far are framed and proposes the realization of political and ideological improvement of cadres on the basis of the principle of contextual diversity and the method of progressive articulation of contexts, as particular instruments that emerge from the cognitive theoretical apparatus of the methodology for the development of political and ideological improvement of cadres and of the activity of direction.

The theoretical approach of the diversity of contexts operates as a theoretical construct that allows to recognize a theoretical-practical reality of unquestionable value for the deployment of political and ideological improvement of the cadre. Assuming the notion of context as an expression of a web of cultural relations in which the social subject is inserted to fulfill its directive function, from the processes of reception/replication of pedagogical influences to direct in the sphere of direction, the interdependencies are established between:

- The academic-orienting context of improvement, which expresses the regulated institutional process of political and ideological improvement that the cadre receives during the insertion in the training plans established as school activities at the University of the Communist Party of Cuba "Ñico López".

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

- The theoretical-practical group context, in which updates are eventually and jointly received for the development of political and ideological improvement by circumstantial demands of the direction, from its sectorialized execution at the University of the Communist Party of Cuba "Nico López".
- The context of political and ideological self-improvement of the cadres in accordance with the demands of the management in each specific area of performance of the leadership role, from self-regulated execution through a continuous process of identification of self-learning and development needs that each cadre deploys in response to the emergencies derived from the environment, level and characteristics of the management position.

Consequently, the diversity of contexts, assumed as an expression of the reality in which the cadre exercises the function of direction from the methodology, demands for the articulation of the political and ideological overcoming that needs a method that dynamizes the processes from an external and internal regulation of the ways in which the process is executed.

That is why the logic of the proposed methodology implies the need for the method of progressive articulation of the political and ideological overcoming/self-overcoming of the cadres. The uniqueness of the method used in the proposed praxeological instrument displays its functionality and favors the concretization of the process studied in the practice of political and ideological overcoming of cadres, which justifies the need for the achievement of stimulation, self-management of knowledge, continuous training, professional improvement, autonomous learning, as well as the holistic interpretation of problems, flexible, dynamic, logical thinking, the ability to face adversity and develop creativity.

In this sense, the transformation experienced by the cadres through the application of the methodology is relevant, since it favors the continuous development of the disposition, motivation, interest and the search for knowledge in the various contexts of their spheres of action, where they exercise the task of direction. The methodology is a practical synthesis and expression of the dialectical relations that emerge from within. From this logic, the importance and need for the integration that must exist between two processes that constitute the pedagogical core of political and ideological improvement is made explicit: the improvement and self-improvement of the cadre.

Conclusions

The proposed methodology is the praxeological construct that allows applying a new pedagogical treatment to the political and ideological improvement of cadres, expresses dialectical and diverse processes and reveals relations of systematization and integration.

The structure and functioning of the procedures with their phases and actions, allowed organizing the process of political and ideological improvement of cadres at the University of the Communist Party of Cuba "Nico López", which is considered an important resource for the stimulation of the processes of improvement and self-improvement from the use of the principle of contextual diversity.

Due to its flexible, dynamic and self-correcting nature, it becomes a process of pedagogical transfer to different contexts of action and contributes uniquely to achieving effectiveness in the management activity that the cadre develops.

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

The method of progressive articulation of contexts that transversalizes the methodology for the development of the political and ideological improvement of the cadres becomes a dynamic path and contributes to the improvement of the process in its entirety.

Bibliographic References

1. Guevara E. El cuadro: columna vertebral de la Revolución. En: Escritos y Discursos. La Habana: Editora Política; 1964.
2. Partido Comunista de Cuba. Ideas Conceptos y Directrices del 8vo Congreso de. Partido Comunista de Cuba; 2021. [Consulted 2 octubre 2023] Available in: https://www.granma.cu/file/pdf/especiales/COMPENDIO%20DIGITAL%20IDEAS%20CONCEPTOS%20Y%20DIRECTRICES.pdf?fbclid=IwAR1JD4ak8fbbVLztZBu5iZKUMTAqrakyCFmi3f1FqvmXD_NTKKe9v2iTUBI
3. Ministerio de Educación Superior. Resolución 138/2019. Ministerio de Educación Superior. Identificación norma, GOC-2019-774-065 [Consulted 13 julio 2023] Available in: <https://www.gacetaoficial.gob.cu/es/gaceta-oficial-no65-ordinaria-de-2019>
4. Ministerio de Educación Superior. Resolución 140/2019. Reglamento de la educación de Postgrado de la República de Cuba. Identificador de la norma: GOC-2019-776-065. [Consulted 13 julio 2023] Available in: <https://www.gacetaoficial.gob.cu/es/gaceta-oficial-no-65-ordinaria-de-2019>
5. Ministerio de Educación Superior. Resolución 47/2022 Reglamento organizativo del proceso docente y de dirección del trabajo docente y metodológico para las carreras universitarias. [consultado 21 julio 2023] Available in: <https://siteal.iiep.unesco.org/bdnp/4355/resolucion-472022-reglamento-proceso-docente-direccion-trabajo-carreras-universitarias>
6. Ministerio de Educación Superior. Resolución 47/2022. GOC-2022-1133-O129. [Consulted 15 noviembre 2023] Available in: <https://www.gacetaoficial.gob.cu/es/gaceta-oficial-no-129-ordinaria-de-2022>
7. Fernández Sanabia A, Barrabí Guardiola N, Pérez Martínez LdlC. La formación continua como proceso de actualización del egresado universitario. MyS. 2023; 20(1): 97-111 [Consulted noviembre 2023] Available in: <https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5863>
8. Valencia CLE, Ayala BM, González VAE. Gestión del conocimiento como estrategia para asegurar la calidad de la enseñanza superior en Ecuador. MyS. 2021; 19(2): 142-156 [Consulted noviembre 2023] Available in: <https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5409>
9. Lozada O, Huepp RF, Fomero PA. Estrategia de superación profesional del maestro logopeda para la atención a educandos con discapacidad auditiva. MyS. 2024; 21(4):2208-2217 [Consulted 9 noviembre 2023] Available in: <https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5655>
10. González AY, Motaran TAC. Estrategia para la autogestión del aprendizaje en la Educación Física universitaria desde las tareas didácticas. MyS. 2021 Número Especial 1: 37-52 [Consulted 7 noviembre 2023] Available in: <https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5473>
11. Ortiz D., J. A. y Cutimbo, G. F. Las metodologías activas fomentan el aprendizaje autónomo en los estudiantes universitarios. MyS. 2023; 20(1): 139-153 [Consulted 21 noviembre 2023] Available in: <https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5827>

METHODOLOGICAL CONFIGURATION FOR THE DEVELOPMENT OF POLITICAL AND IDEOLOGICAL IMPROVEMENT OF CADRES IN CUBA

12. Naranjo VGE, Rodríguez C.GA, Rodríguez A.RJ. Modelo híbrido de formación del profesional y autogestión del aprendizaje: necesidad y reto. *MyS*. 2023; 20, (1): 348-363 [Consulted 12 noviembre 2023] Available in: <https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5867>
13. Martínez Y. Desarrollo de habilidades directivas en dirigentes sindicales intermedios; su particularidad en el sector privado cubano. [Tesis Doctoral]. La Habana: Escuela Superior del Partido Único López; 2022.
14. Sánchez R. Preparación de los cuadros del Partido Comunista de Cuba para la dirección política de la sociedad. [Tesis Doctoral]. Universidad de Santi Spíritus, Cuba; 2017.
15. Alonso L, Leiva P, Mendoza L. La metodología como resultado Científico: alternativa para su diseño en el área de ciencias pedagógicas. *Opuntiabrava*. 2019; 11(2): 231-247 [Consulted 23 noviembre 2023] Available in: <https://opuntiabrava.ult.edu.cu/index.php/opuntiabrava/article/view/915>
16. Bertalanffy L., V. Teoría general de los sistemas. México: Fondo de cultura económica; 1989.
17. Blanco PA. Introducción a la sociología de la educación. Instituto Superior Pedagógico Enrique José Varona. Ciudad de la Habana, Cuba: Facultad de Ciencias de la educación; 2002.
18. Aldama PMÁ, Casañas D M. Filosofía de la educación de Fidel Castro (1945-1981). Editorial La Habana: Universitaria Feliz Varela; 2018.
19. Hernández GJ. Antropología y desarrollo. Encuentros y desencuentros. Colección Punto de Partida. Selección de Lecturas. La Habana: Centro Nacional de superación para la cultura; 2010.
20. Vigotsky, L. Fundamentos de la defectología. Obras Completas T: V. La Habana: Pueblo y Educación. 1989.
21. Ausubel, D. Psicología educativa. Un punto de vista cognoscitivo. México: Editorial Trillas; 1991.
22. Álvarez dZC. Leyes de la didáctica; 2021 [Consulted 28 noviembre 2023] Available in: <https://www.youtube.com/watch?v=Fmn9-ZjMels>
23. Addine F. Principios para la dirección del proceso Pedagógico. La Habana: Pueblo y Educación; 2018. [Consulted 28 noviembre 2023] Available in: https://nanopdf.com/principios-para-la-direccion-del-proceso-pedagogico_pdf [consultado noviembre 2023]

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

Authors Contribution

- Tania María Almarales Jacas: Conceptualization, Data, Formal analysis, Methodology, Project administration, Resources, Supervision, Validation, Visualization, Writing, Original draft, Writing, Review and editing.
- Rafael Claudio Izaguirre Remón: Formal analysis, Methodology, Resources, Original draft, Review and editing.
- Luis Antonio Guerra Vega: Formal analysis, Methodology, Resources, Original draft, Review and editing.