
Abreu Regueiro, R. L., y Soler Calderius, J. L. (Comps.).
Didáctica de la Educación Técnica y Profesional.
(2015). La Habana: Pueblo y Educación.

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Didactics, for the specialties of the technical and professional education is one of the subjects that make up the discipline Research - Work Training, of the plan of study "E", for the Major in Education of technical professionals specialists. This allows to materialize the skills related to the direction of the teaching-learning process that are acquired by the student through the rest of the subjects of the plan of the teaching process.

For its teaching is used the *Didactic Book of Technical And Professional Education* which is a compilation of researchers Roberto Lucas Abreu Regueiro and Jorge Luis Soler Calderius, published by the editorial Pueblo y Educación in 2015, and offers the result of some research conducted by technical major teachers regarding education.

In this review we will refer only to the first part of this book which title is *General didactics of technical and professional education*, here are explained the essential aspects to know by a teacher who has as a social commission the formation of the qualified workforce that demand the country, and is organized in four chapters:

The first, *The teaching-learning process as an object of study of the didactics of the technical and professional education*, presents details of the antecedents, emergence and development of the didactic in this teaching from the contributions of Juan Amos Comeniu (1592-1670), initiator of pedagogy and teaching of Russia and Germany. It is detailed that in Cuba the antecedents date from the primitive community until our days where the

teaching of the trades has been perfected, and the relation with other sciences and the subject is required.

In the second topic: *The teaching-learning process in technical and professional education*, the book refers to the commission to integrally train teachers in in correspondence with the changes that occur in the socioeconomic development of the country and the advances in science and technology. It is based on the conception of the teaching-learning process that emphasizes in its educational aspects, the antecedents of this conception and the fundamentals seen from the point of view of the materialistic-dialectic philosophy, the sociology of the education, the cultural historical approach and the referents of the pedagogy of technical and professional education.

In addition, this chapter specifies the need for cooperation between the teacher and students which makes materialize responsibility shared in the substantive processes in the Polytechnic school and labor centres of production and services, as well as the direction of learning forms as well as the direction of training and learning through facilitation, which leads students to learn but in a process of interaction with the group.

In the third part, *The system of didactic components in the teaching- learning formative process in technical and professional* is described education, the authors explain substantive details of each of the didactic components, which allows an understanding of the essence, characteristics, functions, structure and role they play in the process, and the relationship that is established between them. An important aspect is that practical recommendations are offered for the determination and formulation of the objective, and recommendations for its orientation taking into account its interrelation with its projection and interiorization.

Furthermore, it becomes necessary in the direction of the teaching-learning process, the use of problem solving methods, required to allow greater knowledge management by the teacher in training, based on the development achieved by the society in the age of communications and information where problems are addressed with a more comprehensive perspective, which enables their solution. The proposed methods propitiate a link between theoretical and practical knowledge, and promote the reflection and socialization of individual knowledge.

In addition, it highlights the role of media such as television, video and computer applications, and its selection, design and demands for use in technical and professional education, aspects very important today as it prepares the student for the efficient use of new technologies as an effective way to learn and manage knowledge.

Finally, we have the evaluation category, its functions and types, and the need to promote the self-evaluation of the student and the group, which favors cognitive independence, and the reflective character and awareness of the process. This chapter requires the demands that are taken into account so that the forms of organization respond to a true teaching-learning process from the formative and developing senses, as well as the use of the potential education for the integral formation of the future professor of technical sciences.

In chapter four, *The direction of the teaching-learning process in technical and professional education*, the authors explain the structure of the study activity from a practical example, which favors its better understanding. In addition, learning actions are required, and the formation of concepts, skills and habits gets favored.

Other aspects referred to in this chapter and which are of great significance are the formation of learning strategies, current trends and models for their training; teaching tasks and learning situations; and the methodology to facilitate training learning, and the role of students and the development of creativity.

The information offered in this volume is very useful for the training of new generations of teachers of technical and professional education as it allows the updating and reflection about each of the topics addressed by the senate of the universities, polytechnic schools, and centres of the production and services responsible for technical training.