
Jorge Echavarría, R. (2018). La formación identitaria cultural local en el proceso formativo inicial del profesor de Geografía. Reseña
Jorge Echavarría, R. (2018). Local cultural identity formation in the initial formative process of the Geography teacher. Review

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This thesis is the result of the author's in-depth study of the subject, the results of which are very useful for teachers and students of Geography and other related subjects.

Jorge Echavarría is Assistant Professor, Doctor in Pedagogical Sciences. He currently is Director of Science, Technology and Innovation Management at the University of Guantánamo.

His evident professional performance can be seen since he graduated as a Comprehensive General Professor (2007) at the University of Pedagogical Sciences of Guantánamo; Assistant Professor (2012) Master in Educational Sciences (2013), Head of the Department Biology- Geography- Chemistry (2014 - 2015) and later Vice-Dean of Research and Graduate Studies of the Faculty of Educational Sciences.

He has published several articles in specialized journals linked to the subject defended after obtaining his PhD degree in Pedagogical Sciences. Among them are:

- The treatment of local cultural identity from a renewed perspective in Geography teacher training. *Efuso Journal*. ISSN 1789-8091, Special Issue. TII, Folio 568. (2020).

- Learning tasks to contribute to identity geographic education from the Geography of Cuba. Opuntia Brava Journal, Vol. III. Book Science and technological innovation, chapter Pedagogical Sciences. ISBN 978-959-7225-56-0. (2019).
- The local cultural identity formation in the Geography teacher. Educational Forum Chile journal, ISSN 0718-0772, n° 30. (2018).
- Procedures to favor local cultural identity in the context of Geography teacher training. Contemporary Problems of Social Word Academic Journal. Vol (5), N (2). (2018).

Likewise, he has received several awards and distinctions because of his work as an educator, while he has conducted numerous researches on the subject, such as geographic education from the study of cultural landscapes; the improvement of interdisciplinary relations from Geography with History, and geographic culture and its axiological-identitarian projection. She has actively participated in national and international events, as well as in the tutoring of undergraduate works.

The thesis was supervised by Dr. Jesús Piclín Minot and Dr. Raysa Hernández Batista, from the universities of Guantánamo and Holguín, respectively. Its first chapter is aimed at characterizing the conceptual theoretical framework of the local cultural identity formation in the initial training process of the Geography teacher, while the second one is devoted to describe the conceptual theoretical framework of the aforementioned formation in the training process of this professional, and the third one, containing its fundamental contributions, to the methodology to favor the cultural identity formation of the Geography teacher.

The work discussed, about whose author there is no previous review published in Edusol journal, is written in scientific, clear and precise language, qualities that allow the reader to understand the logic of the research developed. It is emphasized the relevance of the research based on the social need to achieve the preparation of the Geography teacher to favor the formation of local cultural identity in students from the integration of geographic knowledge with local historical knowledge, which is supported by the geo-historical approach assumed and with which it is consistent throughout the work.

The novelty of the research and the practical theoretical value of the results presented also deserve importance, evidenced in the need of the contemporary university to have a theoretical-methodological conception that makes possible the formation of local cultural identity in the initial formative process of the Geography teacher, which is materialized through the methodology proposed, with the use of the geohistorical integration method for the development of local cultural identity.

The conclusions reflect the scientific value of the work and show the results obtained. The recommendations are directed not only to the practical implementation of the results of the thesis, but also to the encouragement to continue deepening and perfecting the researched topic.

In the bibliography there are about 220 sources consulted, classified in books, articles, doctoral and master's theses, documents in digital support, as well as documents consulted in web sites, adequately linked to the topic under investigation, with an appropriate level of analysis of the different sources consulted.

Its level of relevance and timeliness is very favorable, although the book published for the Geography course, containing the different programs of disciplines, subjects and field practices, as well as the Study Plan and Model of the Professional in force for the course under study, should not have been omitted.

Numerous bibliographical references are also included at the foot of the page, which shows a broad review of the national and international state of the art on the subject under investigation.

It was found that prior to the act of defense there was prolific dissemination of the fundamental results of the thesis, evidenced in five publications in indexed journals, as well as papers presented in ten events between the years 2015 to 2018 and eight conferences or courses given, with topics related to the defended topic.

Among the main merits of the thesis are the following:

- ❖ Logical consistency of the theoretical-methodological design and its congruence with the different stages of the research process.
- ❖ Internal coherence in the structuring of the different chapters and headings.
- ❖ The results are of high value for the Pedagogical Sciences, since it provides a conception whose major contribution is both practical and methodological, demonstrated through the study carried out.
- ❖ The application of the theoretical-methodological conception designed, as well as of the methodology to favor local cultural identity formation, are adequate.
- ❖ The bibliographical sources and authors consulted are ample, diverse and up to date.
- ❖ The conception and structuring of the annexes and their references, as well as their usefulness for the reading and understanding of the thesis.

In the interest of its improvement, it could also be considered:

- ❖ As part of the characterization of the object of the research (the initial formative process of the Geography teacher), when analyzing the different stages, it should be better evidenced the indicators that are used, in function of the local cultural identity formation and its consequent follow-up, both in the theoretical-methodological conception that is proposed as well as in the methodology itself.
- ❖ To value the feasibility of including "links" between the different chapters and epigraphs, to better evidence its integration in a unique work that the author manages to conform.
- ❖ To allude to existing programs for practical activities aimed at the study of economic and social components in school Geography.

Both the author's oral presentation and the subsequent defense received numerous praises and acknowledgements from the members of the Tribunal and its President, who recognized the profound theoretical and methodological mastery of the researcher, who showed brilliance in the presentation and convincing argumentation in the answers to the questions asked. Recommendations were also offered to the National Commission of Degree, about the inclusion of the work defended among the best of this year in that court, with the

possibility of being awarded by the Academy of Sciences of Cuba and, that the thesis is published in its digital version.

As a result of the above, in September 2020, the Minister of Higher Education awarded him the Distinction for his "contribution to scientific and technological research and innovation".

The content of the commented work articulates coherently with what is expressed in the third improvement of Geography in the different educational levels, mainly when it refers to the intention of forming a cultural identity and contributing to the development of a geographic culture in basic secondary schools, for which it is of great interest to have a work like this, which offers an important contribution to the improvement of geographic learning, both locally and at the country level.

Bibliographic References

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