

Cuétara López, R. (2018). **Los estudios locales en la escuela cubana. Editorial Universitaria.**

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Received: March 4 2019

Accepted: September 12 2019

Cuétara López is a Senior Consultant Professor, Doctor of Pedagogical Sciences and Guest Professor of the Amazon University of Pando, Bolivia, as well as Adjunct Professor of the Latin American and Caribbean Pedagogical Institute; He is a historian of the Libertad School City, and the Enrique José Varona University of Pedagogical Sciences, about which he has published two books. He has provided internationalist collaboration in the Republic of Angola, in Bolivia, and in Venezuela. He has conducted numerous investigations in the field of school geography and local history, with active participation in international and national congresses. He has published several books for teaching Geography and articles in specialized magazines. He has received various awards and distinctions for his work as an educator.

The local studies in the Cuban school is the result of several years of local research in the school geography, hence it is of great interest to every professional or student of this natural science.

The book is organized by chapters. The first is intended for theoretical conceptions of local studies that are mainly carried out through nature excursions, guided visits and teacher walks, and their contribution to the teaching of Geography, while there is consensus in the geographical community of that this principle consists, essentially, in the study of local geography as the basis of knowledge of that of the native country, and that of other regions, countries and continents. The second chapter presents the historical evolution of local studies in the teaching of Geography in its different stages of development, highlighting the work of

distinguished pedagogues and geographers from different parts of the world. Different valuations are offered about local studies as a contemporary trend and conclude with studies of localities in Cuba.

The methodology for the study of the locality is exposed in the third chapter and occupies most of the text. It is didactically illustrated how to carry out the local study requires a physical-geographic characterization, another economic-geographical one, and finally a historical, social, cultural and folklore of the locality. For each of them, the indicators to be considered are offered, and it is described how it can be done in different environments, whether urban or rural.

It is considered that, in correspondence with the contemporary trends of Geography, it would have been appropriate for the author to include themes about the geo-historical method, particularly the relationship between geography and the history of Cuba in the formation of the Geography teacher, in addition to the use of computing devices in local studies and in the classes of this specialty.

Cuétara López exposes dissimilar topics of great utility for the different educational levels. For example, in the primary for the programs El Mundo in which we live, and to treat the contents of Natural Sciences as the methodological conception of the subject, as stated in documents of the Ministry of National Education, part of the observation, experimentation and the living contemplation of nature itself. It is very useful to consult section 4 on page 80 about “Weather observation and analysis of meteorological variables”, in the interest of analyzing the procedures that the author proposes to create a record of observations of the main meteorological variables: temperature, rainfall, wind, and cloudiness.

Different epigraphs of the book can be used when studying Elementary Geography which, as a result of the third improvement of education, has decided to reinstate it in the 5th grade, with objectives and contents that prepare schoolchildren to receive the Geography of Cuba in 6th grade and in the rest of the educational levels. For its part, in Natural Sciences, where the methodological conception of the subject is foreseen from observation, experimentation and living contemplation of nature itself, the book of Cuétara is a valuable source to prepare

students in observation of the changes that occur in nature, provided that the content and context where the school is located allows.

The content of the book that we review is of particular importance for the construction or design of the institutional and group curriculum in the secondary school based on the selection of themes that can form institutional programs, in addition to its use in circles of interest and scientific societies where You should always keep in mind that the study of the geography of the native country must be linked to the facts, objects, phenomena and geographical processes present in the locality, which has a long tradition both in world pedagogy in general and in Cuba in particular.

At this level of education, Geography maintains an integral conception of the contents of the subject from the formation of a geographic education for sustainable development based on the man-earth ecosystem, which can be illustrated by the study of the nature-interaction society, which is widely discussed in the text.

As for the Pre-University, where the teaching trip is rescued as a way of organizing the teaching-learning process and its link in the evaluation of the Regional Geography subject, Cuétara's work has wide possibilities of use.

For university studies, particularly for the degree in Education, specializing in Geography, the book allows the conception and implementation of programs for both the curriculum itself and for the elective / elective, and use its contents for the design of subjects that are may include in the curriculum of the students to whom curricular adjustments are made according to what is stated in article 245 of the Methodological Teaching Regulation (Resolution 2 of 2018), to modify the study plan of the student assistants from of the proposal of the deans, to add, delete or substitute subjects of the study plan, in order to achieve the necessary training for the work performed.

Currently, when working on the improvement of Geography teaching at different educational levels, with emphasis on the intention of forming a cultural identity and contributing to the development of a geographical culture in basic secondary schools, it is very valuable to have a book like this that permanently summons us to continue revolutionizing the teaching of national and local geography.