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Didactics of the Pedagogy and the Psychology. Havana: I populate and Education.

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The formation of the professional of the Pedagogy and the Psychology is without doubts a defiant imperative, mainly if we keep in mind that the same one will have an integral preparation that allows him; besides other functions, to exercise the teaching in the disciplines corresponding to their specialty in the Pedagogic Schools and Universities of Pedagogic Sciences and inside the professional problems to those that it will be faced in the professional's Pattern approved in 2016 corresponding to the study Plan and the modeled, execution, control of strategies is ratified for the address of the educational process, of the teaching process - learning of the pedagogic and psychological subjects and the quality in the civic formation and professional.

With such a purpose the Didactic discipline and Curriculum will pay to the formation and development in the way of professional performance leaving of the domain of the function's characteristic of the Graduate in this specialty, that that potency its appropriate acting. Among the subjects that it guarantees it it is Didactic of the Pedagogy and the Psychology, for the development of this it is had the book of the same name of the authors Dr. C. Luis Álvarez Dorta, MSc. Marta Rosa Martínez Angle, Dra. C. Isel Bibiana Vine Vigo, Dra. Cs. Fátima Addine Fernández, Dra. C. Rules Alicia Sierra Salcedo, Dra. C. Mercedes Gutiérrez Mazorra, Dra. C. Isabel García González, Dra. C. Wearing shoes Delci Lahera; that it was published by the editorial Town and Education in the 2015 and he/she offers general

theoretical and methodological analysis related with the contained psicopedagogical object of the profession, taking as relating to the culture like inexhaustible source of structural components in the way of the professionals of the Pedagogy performance and the Psychology, for what the work contributes to that the educational ones in formation obtain an integrative conception of these contents that you/they allow them from a perspective interdisciplinary to be prepared of the culture psicopedagogical for its professional acting.

The text that has as essence to a young science, approaches leaving of the diamidide of the components of the educational-educational process the contribution to the development in the egresses of the necessary strategies for the achievement of the social responsibility, with such a purpose the work is organized in three chapters:

The first one, the professionals of the education Culture psicopedagogical, leaves of some general considerations of the term culture, the way in that it is acquired and transmitted, besides valuing the man's dialectical relationship with the culture, emphasizing in the existence of the popular culture and the academic one; contributing from this logic valuable considerations on the relationship culture and content of the teaching process and learning affirming that: "the multiplicity and complexity of the content responds to the wealth and diversity of the culture accumulated by the humanity (p. 13). The authors recapture ideas of Russian and Cuban didacts as M. A. Danilov, M. N. Skatkin, G. Labarrere and G. Valdivia among others that coincide with which the content of the teaching is confirmed by the humanity's cultural wealth and they particularize in its internal structure. It is of recognizing that in this part it is meditated around the paper of the culture psicopedagógica for the formation and professional acting of the education, with scientific reasonings in function of transforming the culture previous psicopedagogical of the students in the culture academic psicopedagogical, acquired in the own process of professional formation.

Likewise the particularities of the contained psicopedagogical are specified, their manifestation in the professional acting and the form in that this he/she is integrated in the performance way.

In the chapter second, The address of the teaching process and learning of the contained psicopedagogical, essential elements are specified in the address of the process of teaching-learning of the subjects of contained psicopedagogical, leaving of the relationship between the General Didactics and the Didactics of the Pedagogy and the Psychology specifying their mutual enrichment starting from the coordination relationships and subordination among the components of the process, those that are approached in a very general way.

Important theoretical elements related with the implications of this science are included in the contribution to educate, to instruct and to develop to the educational futures whose object of the profession is the address of the teaching process and learning of the contained psicopedagogical. The didactic tasks are determined, emphasizing in the perspective developer of the process with relating in their principles and some general methodological considerations that should characterize the one mentioned process. Without place to doubts, they are appreciable the four developing ideas of the necessity of unifying in the process science, technology and art, like space of culture contribution, the creative appropriation of a methodological conception adapted in narrow bond with the educational communication and the pedagogic activity, with emphasis in the practical preprofessional like moment that it will allow to check, to apply and to acquire new contents and to systematize them having as starting point the conception or design of the tasks to develop; in such a sense, it is scarce and guided from the theoretical thing, requiring the inclusion like methodology of proposals of activities or tasks characteristic of the practical preprofessional that illustrate the reader about that explained.

In the third chapter, moderation of the process of teaching-learning of the contained psicopedagogical, the reader evacuates restlessness related with the resolution of certain problems of the professional practice starting from recapturing the question of the ability of two already model worked in General Didactics. In a first moment it is deepened shortly in the moderation like scientific method in general, and in particular on the pedagogic moderation and the pedagogic pattern as concretion. Then general considerations are exposed to carry out the didactic-methodological analysis of a subject program, contributing a general algorithm for it, with an example of their application to a program that it is imparted in the schools formator of teachers. As complement several examples of classes of

this level are presented. The practical spectrum should open up to those of the university level.

In general terms the work offers from a new focus didactic consideration for any educational of the superior education, and especially for the Graduated future in Pedagogy-psychology driving to the reader to understand important concepts of the educational practice of contained psicopedagogical that will prepare it in the reach of a culture psicopedagogical adapted to the context socio historic, so necessary at the present time.