

De Souza Cavalcanti, L. & Marchesan Pires, M. (Orgs.)

(2022). Diálogos geográficos escolares con Vygostky.

Goiânia: C&A Alfa Comunicação.

Reseña

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Review

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School Geography as a discipline constitutes a transversal axis in the integral formation of present and future generations, so it is necessary to understand its incidence in the different educational levels based on Vygotsky's historical-cultural approach. For this reason, the book presented with ISBN 978-65-89324-38-6 was published in Brazil, in the Electronic and printed edition of Editorial C&A Alfa Comunicação, in which the authors address with depth and scientific rigor a highly relevant topic, developed in a context of health, political, social, economic and uncertainty crisis, sadness and losses associated with the pandemic (Covid-19), where school Geography seeks to be realized from its social impact as well as its function of helping students, contributing to

intellectual, affective and social development, learning to think geographically about the world, to take care of it, to realize its complexity, its problems, its contradictions and its challenges.

The book contains

The chapters are entitled Theoretical Dialogues, divided into three parts, the first one specifies the relationship between teachers and students with geographical knowledge, based on the historical-cultural theory for the teaching process in general. It highlights the symbolic mediation of visual media in the teaching of Geography, its contributions from the Vygotskian theory. This theory is mediation of visual media in the teaching of Geography, its contributions from the Vygotskian. This theory is approached from the teaching of Geography in the Cuban basic secondary school, in addition to the conceptual construction, its contributions, with a marked humanistic approach.

In the second one referred to the training of Geography teachers, the conceptual problems for the development of geographic thinking are abstracted, with an approach from the historical-cultural perspective of Vygotsky, as well as the theoretical-methodological unit for the teaching of Geography. The search for senses and meanings in the teaching profession of this discipline. It refers to the formation of geographic concepts from an experience in Mexico at the secondary level. In addition to how geographic thinking from the analysis of the historical-cultural theory takes shape in the context of the initial training of Geography teachers.

In the third one, whose title is: Research with the basic school, reference is made to spatial experiences from the teaching of Cartography with children. The presuppositions of the historical-cultural theory lived with early childhood children and Geography are presented. The link in the community context, that is, in the neighborhood, is highlighted, based on the creativity of the youngest children with drawings designed by them, linked to Vygotsky's theory. Reflections on didactic mediation in the teaching of Geography in primary school based on the historical-cultural approach are proposed. Geographic reasoning is referred to not only from what they see but also geographic teaching for congenital blindness, as well as the teaching of Geography in deaf students where bilingualism is a learning possibility and cannot be seen isolated from the historical-cultural approach.

In general terms, the information offered in this book is very useful for the training of new generations of professionals, not only in the Geography specialty, but of all professional profiles, since it allows the deepening and introduction of Vygotsky's cultural-historical approach as a

behavioral tool in the teaching-learning process of any discipline, always trying to concretize the given definition that refers to the distance that exists between the current psychic development of the subject and its potential development. For this reason it is a concept of utmost importance for education at all levels of teaching.

Bibliographic references

De Souza Cavalcanti, L. & Marchesan Pires, M. (Orgs.) (2022). *School Geographi Dialogues With Vygostky*. Brasil ,Goiânia : C&A Alfa Comunicação.