

Editorial

The year 2018 begins. It is the second one in the third epoch of Luz, and we expect it to be crucial for the expansion of our online magazine. All the works presented in this issue deal with topics related with higher and professional education.

To begin with we have *Aesthetic values: A pedagogical strategy for its formation in preservice students*, commenting on some insufficiencies found in teaching at the time of promoting values, particularly the aesthetic ones. Also dealing with an axiological issue is *Methodology to foster the value of cultural identity through the use of the historic narrative*, showing the advantages of this method in relation with the training of professors of the subject History of Cuba.

On this same matter there is *Pedagogic significance of the knowledge of the history of the construction workers in Cuba* telling us that such significance comes from the fact that the history of the construction workers is consubstantial to the history of Cuba and therefore to know about it is indispensable for the nurturing of a general culture in technicians and professionals. *Features that characterize the historical development of the training of technicians in Construction* provides a historical tendency analysis revealing the need for a treatment of the environmental education through the training cycles for these technicians. Also in the field of technic education is *Mathematic activities to stimulate the development of labor qualities in Accounting in-training technicians*, dealing with the insufficiencies that these students show at the time of developing their labor skills.

Related to the teaching of Mathematics is *The primacy of comprehension in a problem solving method applicable in the initial training of Mathematics teachers in Angola and Cuba*, discoursing on the essence of the method of stimulation of the comprehension-reflection process in interactive situations in order to potentiate the teaching of problem solving in the lessons of Didactics of Mathematics. *Teaching vocational guidance as a premise in the training of teachers of Biology-Geography* approaches this topic within the ambit of the subject Zoology. Dealing with the integral formation of the in-training professionals we have three articles: *The investigative formation of students from the System Engineering's major*, *The formation of the educational psychologist for group orientation: reflections from the teaching practice* and *Methodology for the formation of a heuristic performance in the teaching professional of Junior High School*, each of them commenting on interesting matters related to the formative process of teaching professionals of different majorships.

Reflecting on practical experiences in teaching laboratories we have the works *Implementation of the Pedagogical Laboratory of Social Sciences (LPCS) and its results*—concluding a trilogy which began describing the stages previous to the implementation—, and *Simulation of computer networks using virtual machines as a means of teaching*, that tells how to use a set of virtual machines to help the students create a network in absence of real machines.

In the Luz Module there is *José de la Luz y Caballero and science as a social phenomenon*, approaching a facet of the work of the distinguished 19th century Cuban thinker when analyzing the role of science as a social phenomenon and its link with the process of national formation in Cuba.

Minelis Tamayo Megret M.Sc.