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Sommario/riassunto	With resourcefulness and in-depth theoretical knowledge, Leonardo Fabio Martínéz Pérez covers issues related to science teaching from a historical and critical perspective of scientific knowledge itself. In developing his ideas, the author transcends the commonplace on this topic and presents, through the lens of philosophy and epistemology, the teaching of Sciences in a reflexive way. In the second step, Pérez uses discourse analysis to evaluate different undergraduate and master's courses and their influence on critical teacher training and teacher autonomy. A book that demonstrates the difficulties, successes, contradictions and limits imposed by the disciplinary logic dictated by the Science curriculum and the implications of this limitation on the teacher's performance when preparing and teaching his classes.