



Innovative strategies to strengthen training training of future teachers

Estrategias innovadoras para fortalecer la formación formativa en los futuros docentes

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Abstract

This work addresses the importance of the use of innovative strategies to strengthen the formative training of future teachers. For this reason, a documentary research and qualitative methodology has been carried out, ranging from classroom experiences that have allowed externalizing and the respective bibliographic documentation that has served as support in the search.

Keyword: formative, docents, innovation

Resumen

Este trabajo aborda lo importante que es el uso de las estrategias innovadoras para el fortalecimiento en la formación formativa de los futuros docentes. Por tal motivo se ha realizado una investigación documental y metodología cualitativa que van desde las experiencias en las aulas que han permitido exteriorizar y la respectiva documentación bibliográfica que ha servido de soporte en la búsqueda.

Palabras clave: formative, docents, innovación

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Introduction

The global health emergency and the need for knowledge has led to the implementation of new educational modalities, taking into account that education is a universal right. For this reason, this research seeks to analyze: How do innovative strategies strengthen the training of future teachers? The challenge of Higher Education Institutions is to train professionals who respond to the needs and requirements of a changing and increasingly demanding society, which is why in the teaching-learning process of the Faculty of Philosophy, Letters and Educational Sciences, pedagogical and technical subjects are taught considering relevant curricular contents that allow them to meet the challenges of the XXI century, such as professional, personal and labor achievements that are contributing to improve the quality of life.

That is why this paper is written because the use of innovative strategies in the training of future teachers allows significant changes in the higher education system, promoting student learning from the development of skills and the acquisition of knowledge in a differentiated way so that they can be put into practice.

In this sense, the role of the teacher plays a preponderant role because it leads to constant innovation and takes on a substantial meaning to contribute to the achievement of the objectives set according to UNESCO, for this reason the author cited below in one of his articles on innovation in current times:

Innovation is based on learning, insofar as it is linked to the transforming action of the world. It has a deep sense of change because it produces characteristics that do not occur by spontaneous generation. These must be organized and planned so that the learning innovation space achieves its impact in the multiple spheres of society. (Donají et al., 2022, p. 88)

In Latin America, ECLAC states:

That the field of training and education, currently undergoing renewal and reformulation, through adaptation, flexibilization and curricular contextualization, should consider elements such as the prioritization of learning objectives and contents that allow achieving a better understanding of the crisis and responding to it in a better way, incorporating aspects related to care and health, critical and reflective thinking about information and news, the understanding of social and economic dynamics, and the strengthening of empathy, tolerance and non-discriminatory behaviors, among others. On the other hand, a balance must be sought between the identification of core competencies, which will be necessary to continue learning, and the deepening of the integral and humanistic character of education. (Nations, 2020, p. 4).

Higher education is essential to build the intellectual capacity to produce and use knowledge. This is highly relevant in a society where knowledge is the main driver of development and economic growth. (Murillo Manrique et al., 2019).. For this reason, the objective of this study is to analyze the importance of innovative strategies in the formative training of future teachers of the Faculty of Philosophy, Letters and Educational Sciences at the University of Guayaquil.

The field of teacher training, as expressed by Ferreira et al. presents challenges that directly affect the teaching and learning process and the quality of education. The confrontations are innumerable, it is not possible to choose the main ones, since the training of a teacher is something complex. (2019). As the author indicates, the training of trainers is a challenge in which it is necessary to get them involved from the extrinsic and intrinsic motivation of each individual, which will allow them to achieve their proposed goals.

Being in this way of high relevance to take into account the contextualization focused on that logical process of development to train professionals that allows them to be located in those situations attached to reality and that are consistent with the present in a particular subject, discipline in society with accelerated changes and with deep demands regarding the subjects that correspond to the common core are the following: Methodology I, II, Citizen Democracy and Globalization, Entrepreneurship and Management, Statistics I, II, Project Development, Didactics and Pedagogy, we took as a reference for this study the subjects Pedagogy and General Didactics, which are presented as essential and indispensable in the teaching-learning process for the formation of students who are being trained to be teachers, which are focused on the study of the process that last throughout life, subjects of the exercise of the profession that correspond to the curricular area with theoretical foundations, advanced level that have the purpose of promoting the study of the application of the general principles in the field of teaching of each discipline, in such a way that the contents of the syllabus is the guiding thread to achieve the proposed objectives, making the teaching process an efficient, effective, dynamic, constructive and meaningful learning, both for teachers and students. In addition, through it, creativity can be developed by following techniques and taking into account all the key tools to achieve the goals efficiently, innovating at all times.

Therefore, in this teaching-learning process, it is necessary to resort to the use of active participatory methodologies, where the importance of the use of innovative strategies is denoted because it is a way of conceiving and approaching the teaching-learning processes and at the same time the construction of knowledge. Through this way of working it is achieved that the subject of the processes are active agents in the construction, reconstruction of thought, because the professional identity of students who are being trained to be teachers should be comprehensive, critical, analytical, reflective, holistic, aimed at academic excellence, which will allow contents that contribute to human development, efficiency and competitiveness, as well as involvement.

The teaching-learning process forms a unit whose purpose and end is to contribute to the integral formation of the personality of the future professional, although it is still directed by the teacher, to promote the learning of different knowledge: knowledge, skills and values; the type of intervention that the teacher has is subject to the paradigm with which he/she identifies himself/herself.(Castellanos, 2001, p. 611).

Innovative strategies allow the diversification and interaction of students with the contents according to the situation and context: Innovative strategies are procedures that based on current science and technology, predisposes the student to achieve certain competence in a process that tends to help students to achieve certain ability in the process of acquiring content, information, skills.

Pedagogical and didactic strategies are the actions, structures or steps created and planned that the teacher performs to develop different actions from the teaching-learning process, with the purpose of facilitating training and thus fulfill the learning goal.(Colmenares, 2017, p. 20).

On the other hand, for (Montoya, 2019) innovative strategies in the university context respond to the needs of socio-cultural contexts; both political and social as well as those framed by knowledge societies, therefore, it is necessary to locate the socio-cultural contexts from which such innovations have been proposed and the different challenges they present for their implementation.

Innovation strategies in planning take on their importance when we see it as an opportunity to pose challenging situations that serve as a trigger for the achievement of expected learning, the development of skills with performance criteria and the attainment of curricular standards (Sánchez Reyes, 2019, p. 45)..

Fuentes Martínez refers to various administrative choices that exist among different options, that is to say, they are the means to achieve the desired end or objective, they are actions that are defined to consolidate the achievement of the proposed results". (2022).

The teaching-learning process (PEA), according to Castellanos, is conceived as a space in which the main protagonist is the student and the teacher plays the role of facilitator of the learning process. It is the students who construct knowledge by reading, contributing their experiences and reflecting on them, and exchanging their points of view with their classmates and the teacher. In this space, it is intended that the student enjoys learning and commits to it for life. (2001).

Celí, Process in which the teacher is a guide, mediator and sometimes takes the name of tutor who must plan and make use of strategies, techniques, methods and activities

according to the contents providing all the tools for positive learning, while for the students their role is to build and be an active part in the classroom leading to the appropriation of knowledge. (2012, p. 65).

In the university center, the teaching-learning process, according to Lao et al., must be conceived in terms of the profession (all academic, research and work activities must be designed taking into account their contribution to professional training). (2020).

"Planning the teaching-learning session is the university teacher's competence that allows converting an idea or project into a practical proposal for working with students." (Cáceres et al., n.d., p. 19)..

"The higher education sector is one of the most important in today's society and the learning process, management and academic evaluations are some of the challenges that are presented and that have been the subject of study by various researchers worldwide" (Bertoglio & Navío, 2021, p. 18).. As the authors postulate in the previous paragraphs, higher education becomes an institutional space created for the generation of knowledge that plays a preponderant role in the new context in which the mission is the comprehensive, competency-based, holistic training that leads to productivity, in such a way that it responds to the new demands, also contributing to the formation of values.

For Carrillo et al., the teacher's classroom work, didactically characterized by the student-teacher-knowledge triad, has constituted one of the pillars on which the interactions inside the classroom are explained (2018). Teachers and students have the leading role in the classroom, the teacher must adapt, innovate, be in constant preparation for updating and be the mediator in the construction of knowledge by the student.

The concept of pedagogy is related to that of science and art of educating; its object of study is education, therefore, the formation of the human being in all its spheres (Celí, 2012). "It refers to the orientation of the subject's action and interaction. Being the bearer (or spokesperson) of a broad set of principles, norms and values, it has been associated with the prescriptive contents of order, relationship, conduct, morality, autonomy, ethics." (Díaz Villa, 2019, p. 13).

While for Medina et al., didactics is the discipline or rigorous treatise of study and foundation of the teaching activity as it favors the formative learning of students in the most diverse contexts; with singular incidence in the improvement of the regulated educational systems and the micro and meso communities involved (school, family, multicultural and intercultural) and non-formal spaces. (2009)

According to Torres et al. defines general didactics as the study of all the principles and techniques valid for the teaching of any subject or discipline. It studies the problem of teaching in a general way, without the specifications that vary from one discipline to

another. It tries to see teaching as a whole, studying it in its most general conditions, in order to initiate procedures applicable to all disciplines and that give greater efficiency to what is taught. (2022).

In teacher training, didactics has as its task the stimulation of interests, intentions and professional motivation, since its content is structured in the formation and development of the pedagogical professional mode of action.

System of actions performed by the teacher linked to the functions [...] in order to continuously train education professionals, through which he models, expressed in the levels of motivation, the system of knowledge, skills, etc., as a manifestation of his own professional identity (Calzadilla, 2017, p. 1)..

Didactics is defined as "Proper, adequate or with good conditions for teaching or instructing". (Parra et al., 2017, p. 100). is fundamental in the different levels of training of human beings and, therefore, in higher education it is a concept that should take force in the sequential accompaniment of future professionals as it allows to enhance the teaching and learning process

Máter, The new studies focused on teaching for understanding, which implies that students learn not only the individual elements in a web of related content but also the connections between them, so that they can explain the content their own words and can access and use it in appropriate in- and out-of-school application situations.(et al., 2018). As the authors state in the previous paragraphs, didactics and pedagogy are relevant in the process of construction and generation of new knowledge and are an indispensable part of the teaching-learning process, because with the contents it will be possible to obtain formative and representative scenarios for the training of teachers in such a way that will allow them to develop effectively in the field of action.

Materials and methods

The research is framed with a qualitative approach of a descriptive nature and with the documentary review, because it allows the characteristics of the population under study to be pointed out. Scientific research is defined as "recording, analysis and interpretation of the actual nature and composition or processes of phenomena. The focus is on dominant findings or on how a person, group or thing conducts or functions in the present." (Guevara et al., 2020, p. 165)..

Research from the qualitative route understands the phenomena, exploring them from the perspective of the participants in their natural environment and in relation to the context that the qualitative approach is selected when your purpose is to examine the way in which certain individuals perceive and experience phenomena that surround them, delving into their views, interpretations and meanings.

It specifies that the qualitative approach when the purpose is to examine the way in which certain individuals perceive and experience phenomena that

surround them, delving into their points of view, interpretations and meanings. According to the authors, qualitative research will allow for the conception that leads to the understanding of reality from the researcher's analysis. (Hernández Sampieri & Mendoza Torres, n.d.).

It should be noted that documentary analysis was applied to this study because it allows establishing the quality indicators from the theoretical references; content analysis is a research technique that aims to be objective, systematic and quantitative in the study of the manifest content of communication. The documentary analysis through the review allows to outline the information from the different postulates.

Therefore, the documentary analysis allows the establishment of quality indicators from the theoretical references, content analysis is a research technique that aims to be objective, systematic and quantitative in the study of the manifest content of communication (Ñaupás et al., 2018, p. 390)..

In descriptive research, the researcher can choose between being a complete observer, a participant observer, a participant observer or a complete participant. Through the description of the context of study as is the Faculty of Philosophy, Letters and Educational Sciences, the inquiry is allowed regarding the relevance of the students who are training to become teachers for that reason the research from the qualitative route focuses on understanding the phenomena, exploring them from the perspective of the participants in their natural environment and in relation to the selected context.

With regard to the types of documents used in this study, we resorted to the following analysis considering the academic Google, virtual library repositories, journal articles and books, CONCYTEC related to the proposed topic.

Results

According to a study conducted by the OECD whose title is: Supporting Teachers' Professional Learning points to policy environments that support teachers' professional growth; for this, it explores common challenges, strengths and innovations of participating countries/economies. "The study examines policies, research and practices related to teachers' initial education, their early years of teaching and their continuing professional development, through study visits and the application of a SWOT approach to policy diagnosis." (Schleicher, 2019, p. 12).

In accordance with the studies investigated for the development of the rationale, the following were found, considering that they serve as a basis for the support of the rationale in this research:

Teaching Body Diaries as Reflection and Formative Assessment Tools in the Practicum of Initial Teacher Training, a study conducted in Spain, had as its main objective to show how teaching body diaries allow students in initial training to discover and explore some of their body dimensions and their involvement in teaching. The article adopts a

qualitative methodology to know the perception of seven future Physical Education teachers about the usefulness of body diaries as a tool for reflection and formative evaluation. (Freyshia Arroyo, Luz Vera, 2021, p. 315)

For his part, the author of the following work developed in Peru Heredia et al, (2021) The objective of the research was to elaborate a Teaching and Learning Strategy based on an Integral Contextual Formative Model, which takes into account the appropriation and systematization of the formative contents and the professional competences of the students of the Neurology course of the Professional Career of Human Medicine of the Señor de Sipán University. From the socio-critical paradigm, the method of the knowledge model is participant observation, it is non-experimental, it is mixed or quantitative-qualitative because both qualitative and quantitative indicators are involved, the research design is under a non-experimental approach, it is transversal, the population and sample consisted of 30 students who take the subject of Neurology.

Teacher education demands sustained processes of critical reflection of the profession, from an alternative epistemological perspective, encouraged by strategic energizers: metacognitive and self-regulatory activity, and Participatory Action Research processes. (Gil et al., 2019, p. 14).

For the student during his training as a teacher, it forces him to diversify his knowledge, to potentiate his technological knowledge, to take measures in the face of vertiginous changes and to learn to teach what he had already learned, only from another approach (Ventura Álvarez, 2017, p. 8)..

The teacher training process is the preparation to teach and educate, where they articulate facilitating components of the process, such as the educational model, educational discipline, teaching, students and learning assessment. In this sense, training is "helping to become aware of one's own performance and how to improve it". (Barrientos & Blancas, 2021, p. 33).

Teacher training leads to the application of the didactic process that encompasses your students' quality and effective learning in such a way:

The teaching profession does not have a codified body of shared knowledge and skills, a shared culture, the absence of this body of shared knowledge - one of the masks of the professions - questions the relevance of using the term profession for teaching. The consideration of practical experience as the most important source of acquisition of knowledge and skills - a situation that configures a vulgar technical knowledge, craft but never a scientific knowledge, professional basis - has led for a long time to the irrelevance of training for the academic community and teachers themselves." (Pavié Nova, 2018, p.167).

Nowadays, future teachers are expected to be able to question and reconstruct their practice, to assume the role of reflective and critical teacher-researcher, capable of designing new teaching situations to improve their practice.(Cacha, 2021, p. 21).. It is important that future teachers have suitable theoretical and practical training where they can demonstrate the results from positive changes, values, school culture and considering the levels and components of curriculum implementation within their academic training.

Conclusions

It is concluded that all the studies reviewed are considered as a contribution for the development of this study, which was carried out from the review of theories related to innovative strategies and the training of future teachers based on the subjects of the profession, which allowed the theoretical foundation to be done effectively.

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