

Investigación en la formación docente. Una mirada desde el currículo

Research on teacher training. a glance from the curriculum

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Resumen

El presente artículo expone a grandes rasgos el lugar que ocupa “la investigación” dentro del currículo de los futuros docentes de educación primaria, como un elemento significativo dentro de las prácticas profesionales de los futuros docentes. El documento se divide en dos partes: la primera consiste en un análisis documental de las reformas de 1985, 1997 y 2012, considerando la teoría bajo las cuales ponderó su creación, así como las asignaturas o cursos que dieron soporte a las mismas, y la segunda nace de una reflexión personal, a partir de las conceptualizaciones que se ubicaron en cada uno de los documentos, concluyendo así con un cuestionamiento para la actual reforma.

Palabras clave: Investigación, formación docente, plan de estudios.

Abstract

This article exposes roughly the place that “research” occupies into the curriculum of the future teachers of primary education, as a significant element within the professional practices of future teachers. The document is divided into two parts: the first consists of a documentary analysis of the reforms in 1985, 1997 and 2012, whereas the theory under which its creation was based, as well as the subjects or courses that gave support to them, and the second is the result of a personal reflection, from the conceptualizations that were placed in each of the documents, thus concluding questioning the current reform.

Key words: Research, teacher training, curriculum.

Presentation

This document is part of a research developed inside of the Doctorate of Educational Sciences of the Higher Institute of Educational Sciences of Mexico State (ISCEEM), in which the historical curricula of the colleges constituted a fundamental axis to locate the research within the curriculum of the initial formation of the future teacher, as professional principle and tool of transformation of the educational reality.

By making a documentary analysis, whereas that for 28 years within teacher training schools research has tried to take a central role in the training of future teachers, establishing policies that contribute to their formation, from the curricular map until the profile degree holding premises necessary for the formation of subjects with characteristics that are required in the Mexican context.

This article will discuss the state of research in the teachers training schools and how it was implemented in the curriculum. In order to achieve this objective an analysis shall be carried out on three fundamental moments, the reforms to the curriculum of the degree in primary education in 1985, 1997 and 2012.

In this research reflection exercise from a curricular approach, the rescue of fundamental ideas that make up the curricula, as well as concepts that some authors have argued about education reforms and to the research as part of a social transformation is, either as a transformer element, hindering or lacking in fundamentals for its construction.

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Introducción

The research has been understood as a way of improving the processes that occur within the context of a nation, Mexico has not been the exception, desiring to implement this element in the training of future teachers, meeting with resistance, ruptures, and uncertainties that have hindered its completion. Imbernon (2000) mentions that, in the educational field, a form of change and

generate new knowledge is made through research, whereas the improvement as a way to renew the practices that are within the institutions, as well as theories and knowledge that it generated. Educational reforms have been a means to implement investigative support in teacher training schools, from a curricular change, to a mandatory preparation of teacher trainers to contribute to the development of competences, not only research, but all those that improve pedagogical and didactic field.

But what is what has happened with these educational reforms, where he was treated to generate, within teacher training, a research element that will empower the creation of a new teacher, prepared for the challenges that society evolutionarily going presenting? Under what conditions were developed? And what are the results of these proposals were?

To answer these questions was necessary to make an exploration of the curricula of 1985, 1997 and 2012, which served as a reference to the following route. The goal of each rescued the aforementioned documents, items that were established to develop research in teacher education, the subjects contributed to the development of these, either, which meant they did, and a brief reflection document analyzed.

This article is divided into four sections: in the first three reforms that took place in the Bachelor of Primary Education in 1985, 1997 and 2012 respectively will be addressed; The last section is a reflection on how tried to implement research in teacher education from a curricular approach in its latest educational reforms.

CURRICULUM 1985

The main objective of this curriculum is placed on the importance of incorporating educational practice the results that follow from the investigation, forcing the teacher educators to add substantive functions of research and dissemination practices also considering establishing links narrow between theory and practice, by developing a comprehensive training.

Was assessed that educational research could develop in the new educator a critical and reflective thinking, that provides new approaches to solving problems of the education system and emerged from their training.

The plan consisted of two parts, which broke with traditional structures which had been working in mainstream schools: the first was a general training aimed at all degrees of basic education; while the second went to each of the educational levels.

The lines that formed the training in general were three: social, psychological and pedagogical. The latter sought to develop in the future teacher a scientific conception of social phenomena, understanding pedagogy in terms of theoretical, methodological and technical (Ministry of Education, 1985) reflection.

The curriculum was based on the principle for teaching, and was based on significant assumptions such as: linking theory with practice and integration of research to educational practice.

Within the pedagogical and the common core training courses Educational Research I and II were formed, whose purpose was to facilitate education between reality and theory, so that they can relate dialectically educational practice the theories they give sustenance

The course of research I settled analysis and elaborate works, intending to analyze some ways to address the educational event, providing tools and techniques to develop educational research: while the subject of educational II Research was commissioned to retrieve knowledge and experiences of the previous year, to detect and argue priorities of educational research (SEP 1985).

In the course of Educational Research claimed that research projects that incorporate theoretical and methodological aspects, in addition to conducting a research project that would give students the opportunity to reflect on existing educational models by a plan outlining inquiry that take him to the matching and verification. And while this and other subjects were instrumental one hand

the development of subjects able to investigate, on the other hand, intent under which the normal schools were built, forgetting develop the elements that characterize teaching as a confused approach culture of the context where they develop their educational practice, scientific training to handle the teaching contents, autonomous learning and the ability to understand the social and cultural processes.

While the subjects of Educational Research I and II, have some connection with other contents that are part of the curriculum, have little specifying how how such issues should be addressed in relation to research and professional practice.

The curriculum was to scoop the generation of a new teacher, a critical and reflective subject, with ability to develop educational research, which eventually became one of the main problems of the document. The lack of precision of the type of educational research aimed to develop in teachers training schools, mistook the mission of these institutions and the purpose for which they were created.

Criticism of the 1985 reform was largely the approach that had student teachers to the institutions of basic education, which was characterized to be founded mainly by research aspects of elements of teaching, revealing a noticeable break between the theory and practice.

Therefore, their failure is built on four key issues: the lack of preparation of normal schools to take the plunge at the undergraduate level; the poor training of teacher educators, the incipient basis on which was given to reform, ignoring the culture and subjects who were within teacher training; and a rupture between the theoretical and the practical, protecting his educational work mainly in research questions, unrelated to teaching, culture and society, distinctive qualities of teaching.

CURRICULUM 1997

After the controversies generated by the curriculum of 1985, the Educational Development Program developed in 1995-2000, said the premise of improving teachers' colleges, deriving from

it the Program for Academic Transformation and Strengthening Teacher Training (PTFAEN) which generated a reconceptualization of teacher education (SEP 1997).

This redefinition was based on four fundamental principles: curriculum changes, updating and professional development of teachers in mainstream schools, development of standards and guidelines for the governance and regulation of academic work, and improvement of the physical plant and equipment normal schools (SEP 1997).

The four principles, which are based the PTFAEN, achieved the graduate profile of future teachers, because each component part of a set, which was not confined to one subject, but required that each retake all features so eventually form the teacher who had thought (SEP 1997).

For its part, the trait specific intellectual abilities, held in subsection d) "has favorable disposition and capacity for scientific research, curiosity and observation skills, method of asking questions and to test responses, and critical reflection. Apply these capabilities to improve the performance of their educational work "(SEP, 1997, p. 32).

This assumption argued that scientific research should be a fundamental part of the educational practice of future teachers through approaches that allow them to get to improve the work in the classroom (SEP 1997).

The "criteria and guidelines" for the organization of academic activities, besides trying to organize and sequence the contents of the subjects, claim that there is a link between academic activities and the work of teachers, and thus achieve the goal under which the 1997 reform plan was generated.

One of the criteria was "promoting the interests, skills and habits that encourage scientific research." This relates that during its passage through the normal school should encourage the investigative aspect; to achieve this it must have a more real science (SEP 1997) approach.

The same approach holds the importance of observation, recording and implementation of new assumptions that allow approaching the social and educational reality. Similarly a proposal for students to learn about the diversity of scientific methods, and the importance of methodological creativity, as indispensable to approach the scientific knowledge (SEP 1997) is made.

The criteria and guidelines under which the curriculum map was designed and its emphasis on observation and recording, as fundamental elements to generate scientific research, generated courses aimed at satisfying these functions.

Some of the subjects designed to carry out observation and research, as were noted within the guidelines for the organization of academic activities were located within aimed at bringing to school practice and intensive practice in conditions actual work.

These subjects were part of the outreach activities to practice first to sixth semester, and intensive practice in real working conditions in the last two semesters. In each aspects such as observation, practice development activities, design and implementation of educational proposals, which together give the opportunity to acquire skills and competencies for teaching (SEP 1997) were contemplated.

It is noteworthy that, although it is intended that all subjects work together to develop the skills that made the desirable features of the income profile, existed scientific disciplines that contributed to the development of specific skills.

In particular, in each of the subjects that comprise the "Observation and teaching practice", there are general purpose aimed at developing teaching competence, reflection, observation, development of skills to work collaboratively, design Activities implemented in educational practice and the development of a comprehensive vision of primary school classrooms, with intent to achieve understand reality and are in a position to distinguish what is required to modify.

Regarding the literature that was selected for the achievement of the purposes mentioned above, was selected according to the following criteria: development of educational activities requiring teachers, some forms of conducting observation, recording information, design activities for bigger and better results in the classroom, assistance to improve the knowledge of students, institutional management as key elements and some guides to undertake classroom practice.

The subjects as a whole were planned for the development of teaching competence and skills to achieve contribute to the achievements of the graduate profile, leaving aside some of the intentions in research relates; It ignoring scientific research, as outlined in the features of the graduate profile.

In this regard, the definition of scientific research is far from the constituent part of the curriculum, as if it were taken into account in scientific research, would have to look at the scientific method. In this regard, Mario Bunge (. 2004, p 13) argues: "It is the strategy of research to find laws..."

This relation is far from what is required in educational practice, which is part of the social sciences, and whose objective is focused more on building social situations that arise from the empirical and therefore require reflection and analysis.

This startup and need to meet today's challenges, the need to go one step further at work within normal arises, generating in 2012 a new reform of the curriculum of the Bachelor of Elementary Education.

CURRICULUM 2012

On Monday August 20, 2012, in the Official Journal of the Federation, the agreement 649, which established a transformation to the Curriculum for the Training of Teachers of Primary Education (2012) was issued.

The main objective of the 2012 reform was to form teachers who know and recognize the student as a central part of the pedagogical model. Then consider that training should raise their quality

standards, creating subjects capable of responding to the needs and requirements presented in basic education, at all three levels.

And as part of this transformation and increased quality, research emerges from the foundation of the curriculum as part of one of the six dimensions that give meaning to the reform.

The DOF mentioned, within the epistemological dimension, the urgent need to train teachers to "reflect, investigate and solve problems in an appropriate manner" (2012, p. 3). In turn, in psychology, is framed for a new teaching that promotes innovative solutions to problems that arise solutions.

Similarly, the institutional dimension mentioned that being normal level institutions of higher education schools should benefit areas such as research and dissemination.

This transformation aims for academic and administrative flexibility, in which you try to dignify the training of future teachers and facilitate academic career, not only strengthen their professional training, but also the whole area, promoting the development of investigative skills demanded professional practice.

Curricular curriculum guidelines, supporting the competence approach, understood such as the ability to mobilize knowledge channeled towards solving problems in context and time required, generic and professional emerge.

Professional competencies understood as knowledge, skills, attitudes and values arranged in a context and time; This is where educational research is understood as a means to enrich the teaching practice, which uses the results of the daily routine to explore the needs of students and thus be in a position to intervene in their development processes (DOF, 2012) .

Reforming the curriculum of 2012 aims to create a link between the guidelines and the skills approach with formative paths that give rise to the curriculum. In research, the psycho path and

professional practice, referred to the importance of research as an element to investigate, understand, reflect, analyze and intervene in the problems that arise in teaching is done.

To fulfill such functions subjects were intermediary to achieve graduation profile were designed. Within the psycho path is the course of basic tools for educational research, which considers it important to develop investigative skills in the teaching work, which will help the teacher to make decisions that are most relevant.

The path is wider professional practice; compose eight courses that make up the school reality. Each provides for the development of research competence as part of the graduate profile, except the subject of fourth semester, related to the design of strategies for teaching jobs.

However, courses in first and fifth semester consider to deepen the knowledge of students and intervene in their development should be applied research projects; you are part of the competences of the graduate profile and another sees it as element assigned to the course.

It is noteworthy that each contains specialized literature courses that responds to the specific objectives of the same, and while most were structured as a whole to enable the work of educational research, there is still the question of development and constitution within teacher training institutions.

FINAL REFLECTION

While each of the three analyzed reforms recognizes research as a fundamental part of teacher training, 1985 and 1997 have no tools for training in these investigative skills, especially in curriculum content and objectives of each courses that constitute them.

The reforms of 1985 and 1997 also support a vision of research as a positivist element, supporting the work of teachers in classrooms as part of the scientific method, neglecting the social sciences.

In this same worldview you have to observation as part of teacher training in educational practices, trying to analyze the purpose and not the causes of educational phenomena, which alienates the curricular intention to investigate the phenomenon of education as part to improve educational practice from a social perspective, leaving aside the scientific explanation as part of construction of realities.

The curriculum of 2012, currently in development; would be appropriate for a study of the results being obtained from the subjects, one of the aims investigative skills training was done. This form could create alternative answers, reinforcement or, if necessary, a possible design appropriate solution.

However, while each of the reforms considered research as a fundamental part of teacher training, weakness in common is the lack of definition of what is meant by "research" because it depends elements to work along teacher training.

It also highlights the inconsistency between the graduate profile, the purpose of each of the courses and their contents, which apparently were selected and designed to achieve objectives or competencies.

While the curriculum of 2012, considers research as a key element in future teachers, the literature referred to in each of the subjects is directed to the study of methodologies, tools and resources to help the investigation. It is understood that the student already knows reflect on educational situations, and this course should be part of the first training box normal schools to the critical and reflective ability as from the development of new knowledge. In this regard, Stenhouse (quoted in Rudduck and Hopkins, 2004) states that research is the only way that a teacher can return to achieve a transformation in their educational practice, besides being rewarded his critical and reflective ability.

After the above, one could envisage new questions: how should understand research in teacher education to really yield the expected results? Under what situations you want to implement research into the curriculum of the curriculum of normal schools?

The academic plans designed for teacher training, if well organized to respond to current needs, require delve into some of its elements, taking into account assessments and reviews that are conducted, and thereby improve the transformed and nurture necessary.

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