

El trabajo académico en la construcción de saberes: entre el hacer y el discurso en la formación de profesores

Academic work in knowledge acquisition: Actions and discourse in teacher training

Trabalho acadêmico na construção do conhecimento: entre fazer e discurso na formação de professores

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Resumen

El presente artículo, es un intento por analizar críticamente la realidad que se vive en los procesos de formación de profesores de educación básica (preescolar y primaria) en las escuelas normales, los mitos y realidades que rodean el ámbito profesional de los formadores, de los estudiantes como receptores, reproductores de las teorías y de las prácticas de sus enseñantes. Por ello, es necesario transformar esta cultura tradicional de la institución normal con un trabajo académico que incluya la formación teórica y la investigación educativa de los maestros encargados de formar a quienes serán los nuevos profesores; pero además es urgente una nueva gestión institucional que tome como referente de los proyectos de trabajo al colectivo docente y sobre todo a los estudiantes.

Palabras claves: trabajo académico, formación, investigación.

Abstract

This article serves as a critical analysis of the state of affairs in normal teacher training processes for primary education teachers (preschool and primary), addressing the myths and facts about the field of professional education, in which the instructors shape their students, who in turn reproduce the theories and practices of their instructors. On this basis, it is necessary to transform the traditional culture of regular institutions through academic work that includes theoretical training and educational analysis of the instructors in charge of training future teachers. A new type of institutional management is also needed, one that refers to the teaching community – and, above all, the students – when taking on these projects.

Keywords: academic work, training, research.

Resumo

Este artigo é uma tentativa de analisar criticamente a realidade que existe nos processos de formação de professores do ensino primário (pré-escolar e primário) nas escolas normais, os mitos e realidades que cercam o ambiente profissional dos formadores, estudantes como receptores, reprodutores das teorias e práticas de seus professores. Por conseguinte, é necessário transformar esta cultura tradicional da instituição normal com um trabalho acadêmico que inclui treinamento teórico e pesquisa educacional dos professores encarregados da formação, que serão os novos professores; mas, além disso, é necessária uma nova gestão institucional para levar o grupo de ensino e especialmente os alunos como referência para os projetos de trabalho.

Palavras-chave: trabalho acadêmico, treinamento, pesquisa.

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Introduction

Currently education is going through changes that in the official discourse sound convincing especially for Mexican society. There are messages that the mass media send daily and apparently the structural reforms are intended to improve the way of life of the subjects of that society. It is also in this idea that people believe that significant progress is being made in education; but the reality for teachers is totally adverse. The curricula of the different educational levels show "progress" but in an illusory way: the academic contents and methodological approaches of the traditional education are still valid.

The above does not only occur in basic and upper secondary education. In schools of higher education, and mainly in the training of teachers, reflexive, analytical and above all critical subjects are apparently formed, but as in the programs the absence of a theoretical rationality is evidenced, the referents with which the consciousness of the students are cut off and they reproduce the content cuts they read and at the same time appropriate the interpretations made by the professors who coordinate the courses of the different formative journeys, which leads to the future teachers to replicate the appreciations commonly supported by the empiricism and knowledge of daily life, crossed with certain referents of the readings made by their trainers.

It seems not clear the approach of many authors who have given meaning to education and who have taken up in this work to try to understand the reality that refuses to change, intellectuals like Bourdieu, Passeron, Wacquant, Zemelman, Fullan and Hargreaves, Bolivar, Freire's critical rationality and, of course, the ideas of the classics such as Comenius, Rousseau, Dewey and others, resignify the way of understanding those changes of the reforms that give the image of being only illusory, alienating the conscience of the vulgar.

That is to say, in normal education the theory is scarce, shallow and it is what students learn from the official curriculum. In addition, the emotional subsoil of institutions is characterized by the low sensitivity and indifference of those who hold power and moves to education. The educational authorities have no interest in improving the training of the subjects, they only assume social control and the school is a device or in terms of Bourdieu (1995) a field of

reproduction of that dominant ideology. In this idea, governments "give the people what they want", apparently education is forming so that future generations become professionals who stand out in the labor market. But the competency approach does not form in an integral way, as the training curriculum proclaims.

In this regard, the same government in turn raises as an alternative the new educational model 2016 for basic education, however instead of advancing in the educational field, gives the impression that there is a strong setback, perhaps not in reference to whether it is or not better than the work by competences, but it resembles the pattern of other countries where the failure of the competency-based approach led to a rethinking of the curriculum on basic contents such as the Primary Education Plan and Programs 1993 and with the so-called Integral Reform for Basic Education (RIEB), which began in 2004 with preschool, takes a turn towards competencies.

However, in the discourse of the new educational model it seems that the competency approach is no longer the alternative of change. This is how it is expressed: "This new focus on key learnings - those that allow us to continue learning constantly - implies going beyond the traditional organization of knowledge and avoiding the influence of particular and partial visions." (SEP, 2016: 36)

By overcoming the "saturation of content" and "focus on key learning", apparently it is drawn back to the basic learning needs, from the minimum necessary, cut more and more the learning content. From this, it can be intuited that once again, in this gap (although it is said in 2018 there will be a new curricular proposal) that is presented with the training of teachers, new conflicts will be presented in the normal schools, because in these the formation by competences continues to be the focus imposed, but students' practice will no longer be on the same frequency and trainers will have to make their adjustments, sometimes without a support in curricular theory, but perhaps with apparent good intentions; possibly with the incorporation of texts that surely "gave results" in the logic of other curricula such as the 1997 of the Degree in Primary Education and 1999 of the Degree in Early Childhood Education.

This research work maintains as a central thesis that the professional practice of teacher educators is recycled permanently and there is a gap between what is said and what is done. In this idea the following questions are posed and they have been answered with the investigative findings, although the process is unfinished.

- What is the logic of teacher training from the empirical referents of teachers and students?
- How does the practice occur in the trainers and what impact does it have on the training of new teachers?
- How does the awareness of the trainers influence the teaching practice that takes place in normal schools?

The methodological approach

Many teachers alienated to the so-called normalist identity perceive reality with a schematized vision, however, it is a concern of the researcher to understand, stripped of "sentimentality" a culture that remains almost intact since the normal schools were born, with a traditional didactic and with an institutional management also traditional. Therefore, the investigative approach would have to reveal that traditional culture. Hence the need to analyze what teachers think, how they act in the context of the academy, how management is understood and worked, but also, and of fundamental importance, the students' perspective on the training they receive. The observation, the interview and the analysis of documents of investigative relevance have been fundamental to find empirical material that can be analyzed and sustained from different positions. In this idea, it has become very important to review texts from refereed and indexed journals, which opened the panorama on the subject and in turn could sustain the investigative process.

Although the work is done in the sense of "seeking to find the hidden from the manifest" (interpretive logic), it is important to emphasize that the approach takes on a certain logic from the dialectical-critical perspective, in the idea that the knowledge that it goes "building", it is the product of that re-signification of reality. It is seen as given and given, in the view also held by Zemelman (2011), so it is important to develop a non-parametric thought, in

such a way that the object is thought of as an entity in movement, as a thought and dynamic reality in a determined moment and from a concrete conscience.

An important goal is the publication of the results of the research: it is one of the culminating parts of the production of what is done in all academic activity of this type, since, if knowledge or findings are not made public, there is Contributions remain anonymous. It is also important to share the work in research conferences, since it is also a way to publicize the productions, certainly what is written is not always publishable, but that is a challenge that must be strengthened.

Surely, in the normal schools it is necessary to have another idea of the "recovery of the practice", a perspective that allows to strip the trainer of those prejudices that maintain in the continuity the teaching practice, as a continuum, unable to change and improve because it is very difficult to demythologize. Therefore, in this idea the following problem was posed: How is the teaching practice of the trainers observed, in relation to what is said and what is done academically in the training processes of basic education teachers? The objectives of the Investigation proposed were the following:

General purpose.

Analyze the practice that develops in the formation of pre-school and primary education teachers, from the discourse of trainers and students.

Specific objectives.

- a) Analyze empirical material on the logic of the training of basic education teachers.
- b) Build critical positions on the practices that are reproduced in the teaching styles in teacher training, both from what is said and from what is done.
- c) Integrate a report with the meanings found on the way in which the awareness of the trainers operates and its impact on the training of the students.

Although the attempt to theorize is the product of reflection on reality with references of authors whose critical rationality gives a nuance that apparently shows the practices of the trainers, the intention is to find what is done, how it is done and perhaps in its time to raise certain improvement alternatives for teacher training, this is clear once it has been advanced and concluded with part of the research process, which is surely unfinished.

Towards the analysis of academic activity

In teacher training institutions, it is common to see how teacher trainers consider that the role entrusted to them is being exercised well, although it is thought that it is formed in a critical manner, only the practice that the student will perform as a normalist and as a teacher is instrumentalized. graduate from normal school. Practical practical consciousness remains the logic of construction of the student's thinking and acting of the normal, there seems to be no possibility of change even if a different plan and programs of study were proposed, critical, because perhaps for this purpose the awareness of the trainers, to form these in the critic, in the investigation to have possibilities to produce knowledge susceptible of being analyzed in the context of the formation, as much by the educational group as by the students.

But, how to become an innovative teacher, transformer and producer of knowledge? When one observes in the doings how the logic of reproduction is in the consciousness of the one who teaches, as the center of it the accumulated empiricism of the practice, but it also seems to be present in the official curriculum. It is possible to come to think that with this logic of training it is not necessary for students to attend a normal school - with the reforms of the current government this idea is accentuated and training and teaching service is opened to graduates of all institutions of higher education- to become professors, the apprenticeships could capture them from the reality where they have been trained and in the doing of the primary school, in any way apparently the epistemic knowledge is not used as a source of knowledge to plan, execute and evaluate his teaching job. It seems clear how the teachers' school teacher commonly devotes to reproducing what the programs establish and the desirable features of the graduate profile go to the second level, because with them or without them the students manage to finish school satisfactorily.

In this perspective, the so-called belief in quality surely is not evident in the practices that are carried out. It is necessary that the professors prepare themselves more in the theoretical part, since the theoretical conscience would have to be an indispensable condition so that the epistemic discourse comes to life in the normal schools; In addition, it is necessary to re-work the aspect of educational research because, for years, or perhaps always, it has been the great absentee, and since there are no spaces of construction, of search for meaning, the school remains reproducing itself, without possibilities of change; not even the institutional development plans that are elaborated in these institutions constitute a reference for improvement, because they seem to be developed to meet an official requirement, to "lower resources" in an effort to maintain an official position; as is also evident in the "new curricular models", these give the impression that those who work in the design of the curriculum are not clear about the direction of the schools they want, schools that are increasingly fractured, poorly attended by the authorities, even abandoned and with a trajectory towards disappearance.

It is essential to change, not only teachers, but also the system-stop thinking without deepening knowledge and doing as has become a custom of schools, but as the actions when repeated form habits and these give life to the institutions, how to change, how to improve if it is what you least want to keep the schools always the same? To see in that reality always schools is to perpetuate their state, to avoid sustained change, improvement; It is easier to maintain things as they are "normally" than to seek to make them different, there are "natural" resistances in teachers as in any social being.

In this way, in teacher training institutions, the work of teaching has apparently become very simple, it seems that anyone can be a trainer. It is believed that students alone build knowledge and not all teachers actually interact permanently in the class, it is more convenient to let the students to expose the content on the computers, put work sheets in order to do the activity on their own and listen to them many times without assuming the role of teacher, without expressing any significant contribution that realizes what is being worked on, that allows the specific analysis or that is concluded with the greatest depth. The work enhancer of critical consciences seems an unseen activity; but in this logic the teachers also

have to produce to become constructivists and not just reproduce a discourse that aims to give an image of constructive teacher while the practice shows traditionalism.

In the context of teacher training, it may be necessary to be authentic, it is necessary that there is a certain intellectual honesty, a certain humility of the trainers to accept themselves as they are, and from that to produce criticism, but mainly self-criticism, which seems to be "under the floors." Bolívar (2002), returning to Kant, rightly expresses "about ourselves we are silent", however, in that sense the attitudes may not change because they are kept in the private, only the guilt to the other comes out, towards the most vulnerable as is the student, which effectively produces institutional stagnation.

In addition to the above, the teacher training curriculum apparently intends to develop reflection, criticism and research in students, that is, in their generic competencies they allude to skills and abilities such as:

"Use your critical and creative thinking to solve problems and make decisions.

- Solves problems through their capacity for abstraction, analysis and synthesis.*
- Use your reading comprehension to expand your knowledge.*
- Distinguishes facts, interpretations, opinions and evaluations in the discourse of others, to help in decision-making.*
- Apply their knowledge to transform their practices in a responsible manner. "*
(SEP, 2012: 10).

And with respect to professional competences:

It uses resources from educational research to enrich teaching practice, expressing interest in science and research itself.

- "It uses technological means and the available sources of information to keep updated with respect to the diverse disciplinary areas and formative fields that intervene in their teaching work.*
- Apply research results to deepen the knowledge of their students and intervene in their development processes.*

- *Prepares dissemination and dissemination documents to socialize the information product of their inquiries. " (SEP, 2012: 12).*

But it can not be ignored that the country is subject to international policies and lacks autonomy to operate its projects, especially because those who direct the destinies of education are political and not academic; Therefore, there is no clear vision of what society requires to be freed in the Freirean sense. However, the cultural arbitrariness that is imposed what it does is to alienate the conscience, socialize for the work.

"In a determined social formation, the cultural arbitrariness that the relations of force between the classes or constituent groups of this social formation place in a dominant position in the system of cultural arbitrariness is that which expresses more completely, although almost always in a mediate way, the objective interests (material and symbolic) of the groups or the dominant classes." (Bourdieu, 1996: 49).

It is a paradox how the education that should form critical consciences what it does is to standardize them according to what the policies of the ruling classes expect, for that reason, governments -for the act of imposition that international organizations such as the Organization for Economic Cooperation and Development (OECD) - determine what to teach in schools and what students "should" learn, and although teachers try to give the how through the teaching processes in schools, it is not possible to change what is not written in plans and programs and forms the conscience in a culture that is not proper of a society that needs the school to be formed.

But how is it possible to achieve quality with this type of tax and reproductive training of the system? The only thing that is achieved is the illusion that he is forming well in the classrooms. Quality is a false image that is generated in the discourse of that cultural discretion and that through the mass media of communication and of the school objectified in the programs of study, they get into the consciousness of the vulgar.

In this idea, a reform does not determine that those who attend the school automatically develop their thinking and creativity freely, the quality of education would have to lead, if any, to the students of educational institutions reach comprehensive training stages, efficient and effective to be able to contribute in the development and change of the systems that direct the people, the economy and the growth of all institutions to reach a better country.

However, with the type of plans and programs of study of the normal schools of the country and with the little support of the governments for the formation and qualification of the academic personnel, it is difficult to specify actions that improve the educational processes; this also possibly becomes a good excuse for these schools to build institutional development projects that transform the academic life of institutions whose main mission is the training of teachers, but commonly the institutional management focuses on "lowering resources" rather than improving the academic environment

From this it is intuited how schools have to work with teachers in training and permanent updating, in such a way that the experience is not only what moves the teaching work, in addition the teacher's work has to go beyond the fact of only teaching. If the institutions are not the most appropriate, how is it possible to practice a practice that appears to be of quality when the minimum conditions for teaching work do not exist?

The judgment to which the professors are subjected in most cases is surely unjust: the teachers have to work with what they have and the work becomes, although it is not wanted in a kind of sacrifice, without saying that the idea is maintained of the apostolate. Rather, it is a commitment in which despite the labor reform and the indifference of the government, the intention remains to do the job of being a teacher in the best possible way.

If the evaluations made to the teachers have the intention of giving feedback to the processes, that in the teachers there is a continuous training in serious, that they are formed in pedagogical theory and in didactics to develop a better practice, a better one as teachers? Is it possible that in normal schools, practice is privileged and given such a cult? Why so much practice if the entrance exams to the teaching service are mere "theory"?

Apparently, it does not make much sense that teachers are being trained who carry theory and practice. Although the first is reduced, the second is a priority but not to get some work

with children. Is this another sign that shows the imminent disappearance of normal schools? Where is the quality effectively if there is no didactic training in other professionals? There is no congruence in the discourse of officialdom, the demagoguery continues to be the simulation of the false educational quality and the slogans that "the good is almost not counted, but it counts a lot", there is no interest in improving, maybe changing The whole system would be reconsidered from a culture that can be initiated towards the improvement of education.

In this vision, if from the power structure it is not possible for the training to improve with the training curriculum, the teachers have to look for the most complete institutional management so that a culture of work based on the academy is established, on the professionalism of the work groups, that participate together, in a joint work, as teams, this is what Bolívar expresses:

“Professional learning communities, as a practical configuration of collaborative cultures and organizations that learn, are one of the best devices to promote sustained improvement over time, as well as to increase student learning..” (Bolívar, 2010: 26).

Reiterating, the school culture has to change roots from the schools and mainly has to start in teacher training schools, with teachers committed to their work, with the need to change permanently; When arriving at school, do not get carried away by traditional culture and maintain a reflective culture that is disseminated to all the teachers of the community that learns and in turn translates into the formation of students.

In this logic, it is particularly important to understand what is done in the processes that are experienced as part of the daily schooling of teacher training, to know what teachers think about their doing, what students think about what they receive from the teacher, find meanings in the consciousness of both with respect to both theory and practice, so indissoluble in the construction of the new teacher of basic education.

In this way, it is confirmed how the theoretical training of the teacher is a necessity; who believes that with pure experience is formed as the best teacher, the most likely thing is that he is wrong, since that training will not leave the empirical, will continue to be a teacher who accumulates experience in an unshakable logic. In the absence of a clear awareness of the

role of teaching staff, the teacher seeks to "get ahead" regardless of the activity carried out and it is common to find that these activities are not conducive to the work of teaching, they seem overwhelmed and in many cases do so. that keeps them busy without thinking about the activities of their profession.

The teacher needs to cultivate the conscience, not as alienated to the training to which he was subjected in his passage through the schools, but to the liberation of thought and that practical-utilitarian consciousness will have to give a turn to innovation and the constant search for alternatives of work. This is possible only with research in the educational field. Teachers, and it is already a necessity, have to be trained in research, because it is how they obtain tools to find meanings in practice and see themselves as subjects in action, who have difficulties that only deepening in them can change. The role of the teacher may well be combined with the role of researcher and would also be a determining factor in teacher professionalization.

A teacher who has theory, that is, clear references about their field of action, but also that can generate knowledge through research, it is possible that he can develop his faculties to innovate permanently in his profession, he could even generate frontier knowledge and not only local knowledge that by tradition has been located in the "knowledge and teaching doers", in what has traditionally been done in schools at any level and has to change that type of awareness training of the majority of teaching staff and seems slogan not written to perpetuate the social conscience through the training curriculum.

But narcissism in the trainer sees himself as competent and perhaps does not need to learn more; In this sense, how to think of the trainer doing research if it is difficult for them to start with their practice, to analyze it without prejudice?

Conclusions

The roles of the teacher and the student are undoubtedly complementary, in the action is not possible the existence of one without the other. That is why, in this research study, the central axis is that the roles assumed by the protagonist agents of teacher training, coexist symbiotically, the influence of some towards others is given by the expectations created, but also because the conditions institutions demarcate the meanings of training.

It is also imperative to remember that the school context where you train to be a teacher is a place full of meanings that have not been interpreted from a critical standpoint, there are symbols that even when they may be evident, are not analyzed and therefore are not interpreted because it seems taboo to talk about what is lived in the institution, since it is not only inbred, but also closed to the interior and it seems that not everyone expects criticism to be assumed; the analyzes are superficial and the identity intersects with the events, this perhaps causes that the formation of teachers is transferred to a thought based on myths that far from giving that identity what they produce and reproduce are alienated and alienating practices.

This confirms more the fact that the practice by practice can develop "teaching knowledge", but not theory in the teachers; for this, they would have to investigate, train as researchers to reconstruct reality and produce knowledge, but insofar as they keep their ideas about the practice as a builder of experiences, the subject's formation will be elementary, which is minimally expected from the training.

As the teachers do not build theories, they would have to take the existing ones for them and reconstruct the practice, to sustain it, so that the performance as teachers has congruence with the role they play within the School. It is important to emphasize that teachers who have a solid pedagogical theory, even if they have not built it, manage to be aware not only of the reality where they develop the practice, but of what they are as teacher trainer.

There are teachers who have been concerned with training to improve their practices, who share their expectations with the other members of the teaching staff, but others have the intention of having only an academic degree that does not transcend, as they say from the vulgar "they are not note ", how to make a practice with the necessary support so that the experience is not the only means of formation? If there is no attitude of change in the processes of self-training, less will be thought of forming well.

Apart from theory and research, it is urgent that teachers make public the knowledge they produce, it is rare to find teachers who publish articles that are the product of these investigations and the theorization of the processes experienced in practice. There is not much experience of innovation written by teachers, for that reason, it is necessary that in the schools they read academic texts of the teaching logic, of what actually happens in the classrooms. Teachers become curriculum players, not producers. But if they are trained and researched in the curricular field, they will surely have elements to make curricular proposals.

In addition, it is important to mention that the teacher also requires to enter the study of research in the field of curriculum, because when a reform comes, it is common to say that "it serves or does not serve" with the knowledge that has given the experience of to reproduce the curricular contents, but in addition the conscience marries with the curriculum that has lived in his professional trajectory, he appropriates it and everything he sees with that referent. Reiterating, the reforms do not change the subjects to whom they are addressed, as users have to renew themselves in the training processes. But, in Mexico, is it possible to build a curriculum for teacher training that transforms a reality that has reproduced itself in a traditional way?

While the curriculum is only government projects, there will not be one that actually forms theoretical, critical, epistemic consciences, because the system could enter into crisis with thinking professors. It is even important to at least think about some issues that would help a lot to re-educate schools as institutions and turn them into organizations in constant improvement, it is difficult, sometimes it seems impossible, because no matter how many improvement proposals are made, there will be seek to maintain them as always has worked and preserve the institutional culture that has distinguished them so much.

The reform of 2102 and the changes that are approaching for 2018 have lacked the opinion of the formative teachers, who have experienced the work of the normal schools in their own flesh. The participation of the academic communities of teacher training institutions is needed, but of course, with the opening to the teaching service of untrained professionals to be professors, what matters least to the national policy is to listen to the agents of the training niche of teachers. Traditional practices could change with reforms that also include teacher trainers, with the serious qualification of academic activity such as research, membership, the formation of Academic Bodies and, above all, the call to participate in the preparation of programs of the courses as it was a strength of the 1997 and 1999 plan of the bachelor's degrees in elementary and preschool.

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