

El relato-estrategia de aprendizaje en la formación de docentes

The story-learning strategy in teacher education

René López Auyón

Escuela Normal de Capulhuac

Loar7211@hotmail.com

Blanca Estela Solalindez Aranda

Escuela Normal de Capulhuac

solalinaran1@hotmail.com

Petra Prisca Pérez Melchor

Escuela Normal de Capulhuac

melchor0118@hotmail.com

Resumen

Abordar la vivencia de estudiantes del 6° semestre de Licenciatura en Educación Preescolar, en el relato, como estrategia en el desarrollo de competencias profesionales para la docencia. Es indagar cómo los actores educativos conceptualizan la narrativa pedagógica con un fin didáctico para promover la expresión escrita como sujeto situado, al descubrir y entender la propia acción. Mirar cómo los estudiantes fortalecen capacidades para documentar objetivamente las ideas de lo que acontece en las aulas, las interacciones de la complejidad de la vida diaria escolar, el trato con los niños son ejes de análisis para reflexionar la práctica docente.

Conocer las estrategias de enseñanza que favorece o dificulta en los estudiantes, entre otras: el reconocimiento de la instancia discursiva en la construcción del relato; las habilidades para narrar, analizar, explicar y argumentar; escribir con conciencia retórica; el andamiaje para expresar el pensamiento y la reflexión al desempeñar la docencia, conlleva a la comprensión de la acción pedagógica. La transformación educativa y conformación de

comunidades de aprendizaje permiten fortalecer la sensibilidad de ser docente para lograr la madurez, encontrar sentido y significado a la profesión de formar nuevos educadores, con una permanente relación entre los actores educativos en el contexto áulico.

Palabras clave: Narrativa, práctica docente, formación docente.

Abstract

Address the experience of students in the 6th semester Bachelor of Early Childhood Education, in the story, as a strategy to develop skills for teaching. Is to investigate how the educational actors conceptualize pedagogical narrative with didactic purpose to promote writing as a subject located, discover and understand the action itself. See how students strengthen capacities to document objectively the ideas of what happens in the classroom, the interactions of the complexity of everyday life at school, dealing with children are axes of analysis to reflect the teaching practice. Knowing teaching strategies that help or hinder the students include: the recognition of the discursive instance in the construction of the story, the skills to narrate, analyze, explain and argue, write conscious rhetoric scaffolding to express the thought and reflection to perform teaching, leads to an understanding of the pedagogical action. The educational transformation and formation of learning communities can be strengthened to be teaching sensitivity to achieve maturity, find meaning and significance to the profession to train new educators, with a permanent relationship between educational actors in the courtly context.

Key words: Narrative, teaching practice, teacher training.

Date Reception: September 2012

Acceptance Date: November 2012

Introduction

Reflect on teaching work to understand the actions and experience mean trainers, and trainee teachers of the 6th semester of the Bachelor of Early Childhood Education (Lepre) Normal School Capulhuac; is in order to address some educational needs of students. Challenging performance in teaching practices leads to break the everyday and transform

the profession in the workplace. We are convinced that the story can be a strategy in developing skills for teaching.

Use the story involves finding out the processes of educational actors from the concept and attention from the field of pedagogical narrative with a didactic purpose for the development of professional skills explicit in the graduate profile of Curriculum 1999; skills to describe, discover and understand the action itself as subject in the educational environment. Approaching the training process is to look at how the capabilities to objectively document the ideas of what happens in the classroom, the interactions of the complexity of school daily life, interactions with students, becoming axes of analysis to reflect the practice are strengthened teacher.

Students involved in using the account to record the experiences of learning to reflexionarlas gives them meaning and becomes meaningful experiences. In this line, the story becomes a strategy that opens opportunities to learn differently than they had built in his formative path breaks with schemes to promote new ways of approaching knowledge not explicit in the curriculum areas, drives skills education to meet new educational guidelines at national and international level.

Content

The 1999 curriculum of the Bachelor of Early Childhood Education, establishes criteria and guidelines for the training of Licensed Early Childhood Education, as achieving a formation capable of understanding the regional, social, cultural and ethical diversity of the country, recognizing the professional practice of teacher in the context of processing, interpreting school and social reality, identify the individual differences of students. The graduate profile are grouped into five areas: specific intellectual skills, mastery of the basic purposes and content of preschool education, teaching skills, professional identity and ethics, ability to sense and respond to the social environment of the school.

To strengthen the training fields, we consider the story to use as teaching and learning strategy enables the development of skills of the graduate profile. This proposal arises from the need to attend some training needs identified by surveying teachers in training the 8th semester. When making pedagogical practices in real conditions in various sociocultural

contexts students apply (43% of 21) implement teaching strategies for common and specific training, observe, record, analyze and reflect teaching practice (62%), strengthening speaking, writing and the use of ICT (80%) (Melchior, 2012).

These results, inputs to reorient the learning processes of student teachers, involves reviewing the forms of teaching and learning which they have active role in their own learning process, a situation that led us to implement the story with students 6th semester as a teaching-learning strategy to do something different, to break with the everyday with the possibility of promoting the students' analysis and reflection on their learning process based on performance in teaching practices and the development of explicit skills in the graduate profile of the curriculum Lepre 1999.

Use the story as a teaching strategy for analysis and reflection of real life situations; is to make sense of experience (Freire, 2008) to build knowledge, because the learner does from intentionality to produce or perform something, engaging in dynamic interactions with others. It is in this space that the story makes sense because it is a written experiences, challenges and difficulties, to share with others the ethical attitude is strengthened because views are shared, eyes open, narrated asks what made and analysis axes that become resignificar indicators for establishing the educational intervention. In the story we realize that they are bathed in the areas of reality: political, social, cultural, economic (Zemelman, 1994); because he beliefs, traditions, customs, paradigms, prejudices and myths some looming teacher.

In this context the "narrative has been used in the field of education for teaching purposes, analysis and reflection; generally has sought to involve teachers to tell their experiences from which emerge their aspirations for educational situations involved either in managerial, administrative positions and the interaction they have with students "(Lopez, 2012).

Since this approach is an alternative to develop the ability to express that enhance the students express their ideas with clarity, simplicity and correctness in written and oral form; describe, narrate, explain and argue, adapting to cultural development and characteristics of students. In this vein, the story is a means to tackle intellectual challenges generating own

answers based on their knowledge and experience; available to investigate, observe, reflect critically to his business; skills that will give meaning to understand the action itself as a subject in the educational environment. The pedagogical narrative with a didactic purpose fosters skill development session lived remake a class within the classroom, a tool for analysis and reflection processes to develop pedagogical practices.

Reflecting on the action of the teacher is to use metacognition foundation that promotes recognition of the active role of the subject to discuss, interact in collaborative work, away from isolation to learn individually and build knowledge as interacting with the actually experiencing the teaching skills in kindergartens and recover from doing teaching experience. The learning experience as a model for training and development in the construction of knowledge and experience from performance issues, framed in individual and group work. It combines communication solutions, learning application, participation and encouragement.

The experience of working the story as a teaching strategy enables awareness to become involved in the observation of reality to play teaching, inquiry of concepts, ability to regain his steps, school history and ways of learning, how to interact with social contexts and educational stakeholders; uncover and understand what happened; This involves identifying the facts that have become indicators for reorienting future to make teaching practice in the workplace.

The experience starts from an agreement in academia and in particular grade in the subjects of the teaching approach and regional practice. In both subjects to students filmed and rebuild a lived class result of interest, to provide them with pleasure, satisfaction with performance driving education activities with preschool children were asked; from filming the events described in detail, developing a written account; revised in the text coherence, grammar and syntax rules spelling; Those letters are evaluated through a rubric; which are reflected is the intellectual skills and show some approaches to reflect the teaching practice were selected.

In a second time the writings were examined by a committee to be presented at the first national conference: Professional Training for Education: Analysis and reflection of teaching practice organized by this institution in May 2012; part of the memory with ISBN registration, is in material reference library school students of the institution are used for further work.

Stories of students.

Student 1. The story titled "Plants in my community" activity "a garden in the living room" so that children in 3rd group "A" Kindergarten "Jaime Nuno" identify plants growing in different spaces through care to acquire favorable attitudes toward environmental preservation. The text describes in detail the context, activities for children made types, uses and cultivation, forms of address, dialogues, observations and results.

Student 2's story titled it "Traditional Sweets" begins: this story is the experience in a preschool classroom; it is the basis to reflect the ways that teacher operates in pedagogical practice, attitudes manifested, the dialogue he has with children, activities designed based on the training fields for success in education. The institution "Jaime Nuno" that was assigned to develop my practice is located in Santa Maria Rayon, Morelos Street No. 4, Colonia Centro, Rayon Township, State of Mexico. It is a school full morning shift organization, led by the director Manuela Rocio Ortega Reyes.

In the month of March 2012, with timing of a week, the intervention sessions were conducted in the second grade group "E" by Professor Maria del Carmen Carrillo Reyes with a total of 30 children, 16 boys and 14 girls. The group is organized by teams girl - child labor is usually collective, activities and work environment are positive and cheerful. The implementation of the teaching unit "Sweet ales tradition" in order to prepare sweets for your community with the support of an adult to sell with peers; they distinguished and explained some features of their culture.

Daily was used for the sequence of the unit to record the observation of teaching practice. To start the game with 4 teams to odd and even, 3 of them were formed with 6 members. Team in the classroom, I ask the children not to break loose of the hand; I noticed that at

first neither team wanted to include a boy named Ricardo, because they said hit them; then I present the following dialog:

Teacher: Ricardo ----- !, respect your peers, you should not hit them, it's a game.

Ricardo ----- right! (softly, head bowed). But they hit me.

Teacher ----- Who hit you Ricardo?

Ricardo ----- All.

Teacher: ----- Haber, one should stick to others, is a game in which all we win or lose, falling or wrong; therefore nobody should hit out.

Children: ----- Yes, master.

(Soriano Jecsán Ayón, daily practice, 6th semester Bachelor of Education, Early Childhood, March 30, 2012).

To get up close with the parents got involved, his response was favorable, arrived at the appointed time; who had come to warn parents suddenly knocked on the door, it was the concierge who told us of the arrival of the parents (only 5, that of Melany, Ximena, Saul, Helen and Leonardo); I mentioned to the kids who visited us were there and why we were going to teach traditional ACLU develop a d invite the parents to spend classroom. A dialogue with the guests and was set small, I told them; Dads who visit us work with you a traditional sweet for that, you have to pay attention and listen to them. (30/03/12).

I distributed the material at 5 dads, locate team; Helen's mom and Melany stands with equipment for working marzipan Leonardo, Leonardo's parents in Alejandro Sánchez team to work with caramel wafers, Saul mom team Mom Haziél and Ximena Diego to make cookies with jam or jelly. The attitude of parents consider it as Antunez says "are able to do other things for their children beyond just supporting the claim. ... are able to understand and successfully help educational and learning processes shared with their children ... "(Antunez, 1999: 69)."

By going through each team to hear their views, observe the way of working with parents, allows drive participation and attitude to see how small they ate secretly they prepared mixtures; to finalize the sweet crepe paper gave them materials for children to decorate their sweet; They lifted the material and indicate that teams had finished washing their hands. To conclude parted dads, children and thanked them loud applause; as thanks to the closure of the activity.

I questioned the children in the preparation of sweets in the kitchen workshop (marzipan, joys, caramel wafers and biscuits with jelly, but used jam), to be told the procedure every sweet; with little experience, I realized that the forms of pedagogical intervention promotes the child's active participation in learning, curiosity, the changing nature of their interests respecting prior knowledge, learning rates, cultural diversity of each student, allowing reorient planning in organizational forms.

Consider relevant participation of parents in the development of activities, often enjoyable, collaborative and accessible that are willing to promote values, attitudes, especially the child's knowledge although small is a more affective collaboration source that drives learning. Especially relationships and teamwork as a basic strategy allowed between the teacher, parent - child expand the possibilities of joint, activities that revolve around content of a discipline or area of knowledge, expertise and be expressing concerns, resolve problems, challenges or challenges they face.

My experience in kindergarten has led me to take a look back at what I know, what I know and what I'm willing to do to assume the role of expert to face with adversity and unforeseen situations involving this educational level; It goes beyond the commitment, knowledge, you must be clever to be a competent professional.

3 Student Participate with the story titled "Volcanoes" begins the description of the context that reads: To carry out the practices of observation and intervention was assigned in the third grade group "A" Kindergarten located in San Mateo Mexicaltzingo Municipality; The group consists of 25 students; not all attend school daily for family reasons, the age of students ranges between five and six years, are characterized by restless find it difficult to respect rules but ultimately if they do remember the agreement established.

The form of child labor; are dynamic and active to perform activities primarily those involved in fostering team social interaction and promoting intellectual scaffolding in which children can solve problems; fostering communication and respect for the views among peers. The purpose of the students observed and the phenomena of nature are explained.

Working with students like volcanoes originate and what are the parts that make them up are allowed to realize that the interest shown in the development of activities; one of them the "eruption" is intended that the school will experience through various materials succeed in an approximation to the truth about this natural phenomenon.

Ahead of time a video about the eruption was observed, and see what were the causes and material spewing; explained in detail to conduct the experiment, draw a volcano; in the school yard, were placed in a circle children and the material was partitioned neatly and rationally; coloring, vinegar carbonate, elements to be used to simulate the eruption; to mix the ingredients came a foam gushed inside the volcano; touched the students and generated questions and comments between them.

At the end of the experiment we gather to discuss the work, the children commented that in the experiment bubbles sprouting could be ash spewing volcano and watch the liquid containing dye was washed and small traces of carbonate that remained were rocks ; questioning students about the outcome of the experiment could realize that I must consider their own interpretations of the world and help them express and show that each idea presented learning is generated and it is our task to know how to guide your comments to foster a meaningful learning.

He bequeathed to the next thought, what worked in the classroom allowed contact with the natural world, it is an opportunity to experience, observe, manipulate objects and materials, helps children expand their knowledge about the world around them and develop their cognitive abilities, and skills of observation and questioning which led them to construct their own knowledge. For children to gain new learning needs to emerge interested in things of the world around them and enable them to acquire new knowledge.

Narratives class say interesting things about what students believe is taught, what is to be a teacher and says that developing a reato for Congress was a challenge because not only write the experience but keep the idea argue it and compare it with my colleagues.

4 Student Participates with the story titled "Following the map," the letter begins with reflections: Student teachers have the opportunity to practice their knowledge gained during their stay in the normal to make the practices of intervention and observation carried out in institutions of basic education in different contexts, in order to deal with the actual conditions of teachers' work.

This text presents an experience about working with the type of education workshops, involved several challenges due to my inexperience, and realize that facilitates the dynamic of the group and is an opportunity to reflect on working with small, my action against the group, recognizing my mistakes as a teacher in training to prepare for an intervention and employ new strategies for reflection.

During the teaching practice on the kindergarten located in the municipality of Nezahualcóyotl Ocoyoacac, the State of Mexico; made from 24 to 28 October 2011, by the 3rd group "A" consists of 30 students, 17 boys and 13 girls; characteristics of children are participatory and restless, with good verbal and body language. Face intervention with this group was a part waters between what I knew and what I know today, to begin to discover ways and means with which to direct the work in preschool (workshops and corners), within the comprehensive approach.

As you begin planning in this mode I was indispensable theoretical knowledge suitable as a reference to perform the actions to the group; I found the workshop proper, did not understand what was done working with this method, yet I ventured to plan. The workshop "Following the map" in order that children achieve appropriate knowledge about own reference systems (roads in your area and in your garden) through activities in which it emerges from their knowledge of directionality, orientation, proximity and interiority for displacement.

The teacher said it was a seemingly complex subject but actually very accessible for children, presented to children my proposal, I realized that the topic was not interesting and

understood my first failure, plan without knowing the group leaves gaps between their interests and the issues I considered age appropriate; address this situation, the following dialog is presented:

Student (E): _ Today we begin the work of the workshop "Following the map" we have to know it's a map. Asked anyone knows What is a map? (silence was prolonged and then entered choirboys).

Place on the board two large maps and the children saw a girl asked:

April: What is it that struck

Ivan: is a drawing to find treasures and stars

E: _ (while writing on the board) I .Ask map what it is, does anyone know what it is?

The questions are a way for children to dispel their doubts, the concept was not clear to them because they were related, so research was needed to resolve your concerns, would have been handy to tell them then that is a map for that serves as interpret it, but if so end up losing all the interest for the days work.

After investigation it was established a concept map (it is a flat representation of a territory that serves to locate and find specific locations), which served us for consistent work, distinguish this concept from a sketch was necessary exercises in children will explain the way home, during that year I realized that most students could interpret simple maps and located within a flat representation of their community.

To my surprise, the children followed their maps inaccurately, but guided by his references were able to distinguish the figures playground, green areas and playground. This activity was my first experience with working in workshops, which allowed me to learn how to organize this type in which the activities are systematized, highly targeted and progression of ascending difficulty, so that the child knows and manage resources and various techniques then used in personnel and creatively in other areas (Ibáñez, 1996) learn through experience and before carrying out any method of working with children must have a clear idea of what we will promote them.

Considered important to record the activities I did with the kids, this strategy allows me to reflect my speech, identify my strengths and weaknesses against group, contrasting my experiences, which changes my vision of a practice according to the interests and characteristics of the children. Working with this group let me pleasant experience that address complex issues with children, needless to minimize the information or make it as simple as possible, instead, to allow them to express concepts can be formulated to rescue what children are interested in serving in this time of vine with their applicability in other contexts.

Students to present at the conference was a formative experience that allowed them to develop listening skills, learn about other strategies and different ways of organizing teaching practice, reflecting on the action; survival favoring the ability to write because it involves working with the writing, the ability to identify the main ideas of other accounts.

It was an opportunity to share the experience to build stories, confrontation of ideas between teachers and students for a more nuanced picture of the educational act. Space favored the ability to write as the development of the story involved developing certain skills for teaching will be essential in professional life.

Reflections

In the story are embodied experiences when write enable recreation activities with the group lived and the circumstances in which content moves, ideas, knowledge emerging in the interaction with the student teacher group; have the utility of possible awareness by students and teachers what they know about teaching and learning and the unique way they know (Fernández, 2005)

It is a tool to guide teachers in training towards a process of exploration; reflection to apply knowledge; leads to knowledge of objective reality and sideline activity symbolic practice, drawing on an analogy is painting a picture of where not only the details but leaves observed between viewing time social events including; in the story not only realizes the reality but the processes, communication, attitudes of educational actors so it requires skills to accurately describe what happened in teaching practice to build the story.

It is a learning experience that students are given the opportunity to have a shared experience that leads them to discover, learn, create, develop skills and abilities.

Conclusion

The subjects of teaching, aims to introduce student teachers to the knowledge of the actual conditions of teachers' work and especially promote the development of teaching skills for work with children. It has to be systematic, analytical and reflective; because through analysis and reflection on practice is a necessity to understand and promote the continuous improvement of professional performance element.

The story as a strategy for achieving professional competence in education according to these difficult and uncertain times full social, national and international dynamics, leading to the educational actors dare to insert a renewed community of learning where knowledge acquired will not be enough, but the basis for acquiring new skills aimed at achieving adaptation and addressing the educational challenges of these times.

The learning experience that lived in the 6th semester students to use the story as a teaching strategy in the subjects: Preschool Education in Urban Areas and Marginal approach pedagógicas and pedagogical practice in kindergartens referred addresses a process pedagogical intervention in the development of skills for teaching. THE case of the Bachelor of Early Childhood Education (LEPRES) Normal School Capulhuac, it makes sense to the extent that investigated how the educational actors conceptualize the pedagogical narrative with a didactic purpose to promote the subject located as written expression, discover and understand the action to reflect own teaching practice and redirect according to the educational training needs of teaching children to develop educational activities in real conditions.

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