



TRAINING ON THE PROFESSIONAL DEVELOPMENT OF THE BASIC EDUCATION TEACHERS *

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Abstract:

At present, basic education teachers require comprehensive policies in their training, in view of the fact that a consistent analysis must be carried out between the realities lived today and the policies that are expressed from the state in the execution and implementation of the same from the governmental level. This document provides an overview of Mexican politics and its educational system, which has encouraged and urged teachers to train, update and receive continuous training to improve their professionalism in their service. In this sense, this dissertation highlights a reflection whose purpose is to highlight the professionalization and training of teachers in the different school stages, in which they develop their teaching practice in a truthful manner and under the quality standards of the teaching and learning processes. Likewise, emphasis is placed on the need to disseminate those reforms that contribute to the growth of teachers, where the perspective from the context is recognized, that is, from the real field of action, and thus have the perceptions and contributions of teachers, who can contribute to the labor dignity and optimization of their vocational essence.

Key words: Training, Professionalization, Teachers, fundamental education.

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LA FORMACIÓN Y EL DESARROLLO PROFESIONAL DE LOS MAESTROS DE EDUCACIÓN BÁSICA

Resumen

En la actualidad los docentes de educación básica requieren de políticas integrales en su formación, en virtud de que se debe realizar un análisis congruente entre las realidades que se viven en la actualidad y las políticas que se expresan desde el estado en la ejecución e implementación de las mismas desde el ámbito gubernamental. Este documento ofrece un panorama de la política mexicana y de su sistema educativo, que ha impulsado y exhortado a los docentes a capacitarse, actualizarse y recibir formación continua para mejorar su profesionalismo en el servicio que prestan. En este sentido, la presente tesis destaca una reflexión cuyo propósito es resaltar la profesionalización y capacitación de los docentes en las diferentes etapas escolares, en las que desarrollan su práctica docente de manera veraz y bajo los estándares de calidad de los procesos de enseñanza y aprendizaje. Asimismo, se hace énfasis en la necesidad de difundir aquellas reformas que contribuyan al crecimiento de los docentes, donde se reconozca la perspectiva desde el contexto, es decir, desde el campo real de acción, y así contar con las percepciones y aportaciones de los docentes, que puedan contribuir a la dignificación laboral y optimización de su esencia vocacional.

Palabras claves: Capacitación, Profesionalización, Maestros, Educación Básica

O TREINAMENTO E O DESENVOLVIMENTO PROFISSIONAL DOS PROFESSORES DA EDUCAÇÃO BÁSICA

Resumo

At present, basic education teachers require comprehensive policies in their training, in view of the fact that a consistent analysis must be carried out between the realities lived today and the policies that are expressed from the state in the execution and implementation of the same from the governmental level. This document provides an overview of Mexican politics and its educational system, which has encouraged and urged teachers to train, update and receive continuous training to improve their professionalism in their service. In this sense, this dissertation highlights a reflection whose purpose is to highlight the professionalization and training of teachers in the different school stages, in which they develop their teaching practice in a truthful manner and under the quality standards of the teaching and learning processes. Likewise, emphasis is placed on the need to disseminate those reforms that contribute to the growth of teachers, where the perspective from the context is recognized, that is, from the real field of action, and thus have the perceptions and contributions of teachers, who can contribute to the labor dignity and optimization of their vocational essence.

Palavras-chave: Formação, profissionalização, professores, ensino fundamental.

1. INTRODUCTION:

The research: "Towards an integral policy for the training and professional development on the basic education for teachers", explore the importance of public policy related to teacher training, updating, and standarization of the teachers on practice in favor of guaranteeing parity of essential teaching and training of children in both the public and private educational systems..

The analysis follows the research concept called "professionalization and teacher's training" of Tedesco, with other academics, intellectuals and researchers who concur on the need for standadization and training t all levels of education in Mexico, Latin American countries, and all over the world. Governments have to rely on the Public training secretary, The Secretary of Education, or other departments of education for guidance on the quality of education rely on different resources to reinforce .the point of this article.

2. METHODOLOGY:

The present research is approached from the qualitative - Hermeneutic paradigm, due to it intends to find from the researchers themselves, and answers to pertinent questions on the training on the professional development of the basic education teachers. This classical hermeneutics is defined as the theory of the rules governing an exegesis, i.e., an interpretation of a particular text or a collection of signs susceptible of being considered as a text. In this perspective, one of the basic concepts is the "hermeneutic circle" that describes the movement between the interpreter's way of being and the being that is revealed by the text. The documentary review presents a non-experimental design; In this regard, these are studies where it does not vary the variables; the phenomena is observed as they occur in their natural context, in order to subsequently analyze them. This process is evidenced in the objective of this documentary review, which is focused on

searching, observing and evidencing in Latin American countries, the subject matter mentioned throughout the documented examination, in order to adequately analyze how the training in teachers is suitable and also, how they are found and a systematic review of the literature is supported.

It is necessary to mention that the information obtained through a systematized review can define units and categorize them so that it is feasible to interpret and analyze them. Therefore, we sought to define organized and significant components for the construction of this theoretical review. Moreover, a documentary review is the dynamic process that essentially consists of collecting, classifying, retrieving and distributing information. Although at the operational level the documentary review process is developed independently of the methodological approach used, but the, meaning and presentation is different. From a qualitative perspective, the literature review adopts a more comprehensive and so less prescriptive function. The diversity of qualitative proposals means that the use of the literature review is also varied.

3. THEORETICAL BACKGROUND:

Among the theoretical considerations, it is inferred that the Mexican educational system's policy development has inspired the teacher training, updating, and standardization of fundamental teacher education.

The Mexican educational system is structured in four tiers of education: beginners, basic, junior school, and high school. The focus of this analysis is on "Basic education level" which is divided into three parts: pre-school Education (3 grades), primary school (6 grades) and high school (3 grades). Student begins pre-school education at the age of three and finish the 12 grades at the age of 15 or 16, on average. For this level of education, the teachers of the grades indicated and the ages mentioned are the focus of this research.

The vision of basic education and the teacher's profile

Among the priorities of Latin American and Mexican governments is not to be an exception, but to start to prioritize educational reforms and public policies related to education, all too proximate multilateral educational standards. Mexico already belongs to the Organization for Economic Development and Development (OECD); however, in the middle of these guidelines it is also necessary to clarify the basic education and its teachers, therefore:

“the teacher training is understood as a permanent learning process, since those skills and knowledge which are acquired by a teacher are result not just because of the initial training but the learning experiences that develops during the practice of the profession, in and out of the school and on the performance in front of the pupils and in the classrooms” (Manteca, 2003, P. 12)

Within the framework of teacher training in Mexico, Manteca (2003), proposes that it is necessary to study in detail the following questions:

What are the biggest challenges the teachers face in the practice to contribute to the achievement of the goals of basic education our country wants?, What do they need to know, to do, to be, and to live in community? And, also, what characteristics have to be promoted during the training with the objective for the teachers to get the necessary skills to assist with quality the needs of the students inside the classrooms of the schools of basic education? (P. 12)

The epistemological status of the teacher training could be established from their specific answers as basic education, which is the dominant need of the students during 12 years of basic education: pre-school, primary, and high school. Integral and suitable training is necessary for teachers who are going to face the challenges of every different periods of time, plus immersion in the

globalization, information and communication technologies, among others of an economic, social, cultural and politic nature, for each individual in training.

Teachers must be able to guide their students not only in acquiring basic knowledge, but also to be conscious of their identity, to reinforce their principles and values, likewise to have the character, the human, and the intellectual preparation to face existence with perseverance .

The professional development of teachers.

In Mexico, the starting point for training teachers for basic education at the 12 grades of the 3 levels: pre-school, primary, and high school, is the personal investment (vocation) of each teacher. Assuming otherwise (that teachers are compelled by chance) cannot be considered because that assumption leads to disastrous teaching processes, and, of course, would deeply influence the learning processes.

The statement “institutions of teachers training, as providers of teachers and at the same time as request to determine what 'matters' as knowledge, experience and successful performance, are just a leading figure inside the policies of professional development”(Darling-Hammond & McLaughlin, 2003 P. 25) can be considered as valid.

The institutions and the faculty who are training new basic level teachers have a responsibility to discern the vocational interest of the teacher in training, and of course be confident they have reinforced all dimensions so they produce authentic teachers, integral and suitable; who shine with their own light and illuminate society with their service.

The teacher training process is permanent and endless, as there is always something to train in or update, and certifications which leads to a continuous training, and for that reason Manteca (2003) states that:

It is necessary to conceive and recognize the work of teachers as a profession. Well, this job can have nowadays different characteristics from other professions about rules of entry, accreditation of knowledge, constant certification of skills, practice autonomy and independence degree regarding to the employer, the teaching gathers qualities that make it as a professional field of an activity and not just as an occupation (P. 20).

A new teacher from their mid- to end training, before or after starting their service as a teacher, cannot convince themselves that they are finished upon obtaining their professional degree. They must always and forever have to guarantee the quality of education for children and youth; therefore a teacher cannot remain in a comfort zone but must have curiosity for the acquisition of more knowledge and must seek didactic innovation of their daily teaching duties.

Current state of the services for training, updating and professionalization

It is necessary that the diagnostic analysis of the state system of teacher training, external studies, analytic review, development of the state and regional discussion, and establishment of the integral policies governing the training and credentialing of teachers allow for the emergence of an educational policy in the teachers training. For this reason, this study is focused on the following: basic education in its three levels of training.

It is valid to point out the policy that the Mexican educational system has mandated for teacher training, which is that “notebooks are added to the set of actions and tools that support the teachers updating in basic education and the teachers and the institutions in charge of training teachers.” In the middle of what is proposed for this object of study, lies a deep debate over the vision of professional training in basic education for teachers in Mexico.

Institutions that offer to train teachers in education have to be conscious of the academic demands of offering a quality training to teachers of each educative level, and for that reason, Manteca (2003) points that:

The diagnosis referred to institutions that in every single entity contribute to the teachers training ; these institutions are: Schools normal, Updating teachers centers, teachers centers, sections of UPN, Universities, institutes, or private educative institutions; thus like the services they offer: bachelor's degree (for the different level and diversity of working spots), updating courses, diplomates, specializations, masters degrees or doctorates. (p.81)

The initial training of teachers is essential to guarantee the quality of education of children and youth in basic education. Institutions that offer teacher training services are entities for the longterm responsibility of updating, training and professionalization of teachers.

As Mexico updates its criteria for for teachers of basic education, there are concerns about

“The constant improvement of educational practices of teachers as a relevant element to achieve a basic education system of quality for everyone. This improvement is determined, among other things by the possibility of accessing new knowledges and proposals with practical sense about children's learning processes, about methods of teaching content with different nature and specific ones for the job in many different social and cultural circumstances” (Manteca, 2003, p. 41).

Professionalization of teachers has to be built in a constant process and the components of a new proposal for the professional training and development of the teachers who have to be at the vanguard of the ages, the theories, recognizing the local, national and world wide realities.

Globalization has to be an object of study, but without forgetting the principles of identity of every individual who teaches and learns in the basic education level.

The Mexican educational system requires the training and for that reason, “for the teachers so they can carry on in the dominance of the skills that characterize the good teaching job, it is necessary that every single federative entities have with institutionalized services, developed ones and dynamic for the constant training” (Manteca, 2003, p. 41). Basic education teachers - primary and high school - are in more than a million different training sessions, each with its own identity and requirements. . Despite this diversity of training, everybody has to know two essential duties in a way of general objectives, which are:

“To assure that teachers get a formal offer of appropriate programs of study, current tones, with quality and diversity and adaptable to improve their teaching skills. To guarantee the existence and development of a technical and pedagogical support service that endorses the processes of change in schools and supports the teachers in a constant improvement of their teaching methods.” (p. 42).

When there are opportunities for the transformation of the pedagogical training in the teaching – learning process in basic education, is for the good of society and the country of Mexico to move forward and evolve according to the object of debate of this thesis., Now one must seek out coherence between theory and practice, between the written policies and the actual experience in each federal state of Mexico. Articles referenced may be finished or in progress.

The Mexican educational system's professionalization of teachers in service, applied since the educational reforms, leads one to intertwine the initial training that prevails as the normal teacher training in the aboriginal environment, the updating and training of teachers

already in service, the training provided in the Universidad Pedagógica Nacional, the services for the teachers attending updating centers, and the post degree offers, all addressed to basic educations and normal teachers; those are some aspects to talk about in the updating, training and professionalization processes of the basic education teachers

Public policy about basic education teachers training, is trapped between the dynamism of the development of those who: issue it, study it, approve it and apply it in a whole circle of lack of awareness of logic about the national context and between absurd ongoing positions which add to importation of educational models from other environments that adjust just a little or nothing to the reality of each country as consequence of the globalization.

Professionalization and teacher training

This refers to the development of two aspects to be considered: professionalization and teacher training. In the view of Tedesco (1999), The analyzation of the principles, speeches, teacher's increase and diversification, initial training, professional performance, new challenges are among the aspects of relevance for this case of study.

The development of the debate at the cover of the principles that are counted by Tedesco (1999), and contribute to clarify the object of study.

“the first of them consists on bear that, today more than ever the educational reforms must get to the school and the classroom and in consequence the teacher in the main character in this educational transformation process, the second principle, is about the necessity of designing integral policies for the teachers and to be over the partial approaches based on the idea that changing the situation is possible by modifying just one aspect of the problem” (p. 3).

Professionalization and teacher training are no doubt immersed in the educational reforms, now there are being designed and applied from other external guidelines. It is the case of international organizations, but not from the teacher and its context as a real starting point for the effects of an effective goal of themselves or to be integral.

Mexico is one of the models of more importance in the reforms of educational system. On purpose, the model emphasizes Galvan's research (2004): Mexican education in the XIX century: 1821-1921, who splits his study in three stages: 1. The first steps 1821-1867, 2. Towards the creation of a new Mexican educational system 1867-1910 and, 3. Education and the revolutionary movement 1910-1921. About this Cifuentes (2016) says that:

"The job starts with the processes of Independence and creation of a Liberal state and its systematic development, what produced many reforms to the educational system. 1921 highlight with the creation of the Secretary of Public Education, as a result of a process of a Mexican educational system restructuration. This reform is a particular example of the development of proper dynamics of state that in the future will have to be attached to guidelines given by international organizations in the homogenization process" (P. 78)

A reflexive discussion can be made about the speech that shows and infer that the impact of solutions of problems is almost done in the part of the teachers as inspiring figure of the action lines; is unknown and discredit the teacher in the to be and to do, but just to impose the guidelines the come from outside and to design on the desk and of "from the said to the done the is a long road". The situations are different in the relation of who is behind of the desk, who is in front of the students, because their speech transcends the rhetoric and projects the action.

The teacher can be considered victim of a system which imposes what it considers as true

without being valid and without the teachers' opinions. We cannot accuse them of the possible "bad" results of learning of the students or in the face of the standardized exams at national and international level, that also are designed even without taking into account the local and regional context of the student.

It cannot diminish invisibility to the teacher. The opposite of this, it is valid to exalt their passion to the teaching learning process with the conditions and proper characteristics of the system that are responsible to assume and the performance in their own conditions of context and according to the education level which owns its own conditions in all aspects (learner age, countryside or city condition, are among many other variables of analysis). One of the objectives is to teach them to live the life in accordance with their context in sense of impact and progress.

Human beings have in its essence a *vo-care*, it means, a call to accomplish a mission with the life in the world. Some have the seed inside themselves of being public servants of others through something just for humans and it is to educate; to manage their fellow men through the way of knowledge. They are teachers, recognized as educators of a discipline and with the conviction to guide children, teenagers, youths and adults to discover themselves, to learn more competences, to see life in another way, to forge a better future and to be well off in life.

That is why teachers, when choosing their profession according to the *vo-care*, have to be convinced of the implications of causality and effect, to consider the teacher's career as a first option and not as an alternative or second option just in the case the first one does not work. The teacher's profession is a prestigious job in society. The salary that, by the way, it is not ideal, can be disappointing and force that teacher to stay in this career just because of a consequence of lack of opportunities. That is lethal for a system which imposes its rules on a desperate teacher; the student is the victim of this collision of the system

vs. teacher opportunities.

A teacher in the work as an integral trainer, needs many sciences to boost his/her professional performance. Anthropology, because it has to be its first concern to help each disciple to discover in themselves who they are, to question because of a curious desire, because it has to apply Socrates' method: "know thyself". Professional, with bachelor's degree or not, passionate for teaching and who can be a real part of education, that person has to give answer to this: what and who is a human being? What is education?, what does learning mean?, what does teaching mean? In this way it would help students to guide their life to learn an art, to build knowledge, to create critical thinking as a reflexive persons in society, equitable where everybody can get and be a reasonable being, but overall to achieve the goal of their own happiness.

Once the teacher's career has been selected and that person is convinced of this selection towards happiness of the teaching-learning practice, the training has to reinforce the training through the initial formation from and in the schools, in the universities and not for years of study. It is the same as the quality of the teacher but because of the will and desire that moves teacher to work with this conviction all lifelong, with no prejudices nor resentments but to promote his/her own happiness and the student's happiness as well as the discipline according to the level of education in which the teacher performs according to its scientific and pedagogical skills of training.

When making a systematic reflection of the philosophy of education, it cannot be forgotten that the main character is the man himself. "The consideration of human being as a being who is able to be educated: EDUCABILITY, the necessity of external agents able to collaborate in the educative process of others" (Horca, 2008:31).

A Teacher must differentiate among personal, institutional and impersonal areas and the teacher has to be physical, psychological, intellectual,

ethical, and aesthetic among other qualities. For that reason the candidate has to have functions like: self-culture contribution, searching and assimilation of the culture, regulation of the learning process, stimulation in the student's performance and assessment of the acquired knowledge. So, the teacher is the real professional of the educational arena, with the support of the philosophy, and it will become a great teacher and master of life, who because of a mission has to contribute with the perfectibility of its congeners.

After having elected the profession as teacher, after receiving its initial training now the time for the performance of the profession and the challenges are however of long breath in the middle of a union of an immense specter of disciplines of work and according to the levels in which it performs. There comes the first places of work that not always are the educative institutions directly and of course they are essential for its present and future professional performance for the sake of promoting perfectibility of its fellow men in training and knowledge building.

The cooperative work of a teacher is necessary, but it is not always like this. Because of nature is a teacher is an individual, but is given by the model of scholar organization and other aspects of the system itself. One special aspect of analysis is the one related with the spots and stages of decision in the teacher's career that not always is being taken by the teachers, it means, psychologist instead teachers, business managers, engineers among other professionals as currently happens in Colombia and other Latin American countries as well, where the administrative of the institutions are the professionals who have been mentioned with a different training and who come faster to these positions.

When performing the teaching profession from the very beginning and the professionalization course there comes the challenge of constant training for promotions or self-satisfaction or just because it is a duty. On the contrary it would be conditioned to be "out" of the environment and the

teaching learning process. A challenge that Tedesco (1999) points as “the problem of the new technologies of communication is with no doubt, one of the contemporary question that worries the most to the interested ones about the development of education” (p.21).

Cognitive development of the teacher is important, as well as the integral training and to being ready to face the challenges in the case of technology, information technology, topics and everything proper of technologies of information and communication. So it is a second language, among other challenges, that teachers have to face, financial, cultural, social, psychological challenges among others. Necessary ones to overcome the effective and efficient goal of availability for the teacher’s training.

It can be deduced that, as starting point for the definition of an integral policy of the teacher’s training, updating and professionalization of the teachers in service of basic education, it is necessary the impact of educational reforms, systematic changes and progressive ones to interact between which we already have and the innovation coming to that goal.

The educational reforms are necessary and they have to be at the vanguard of the needs and contexts of every country, sometimes or always;

“the intervention of international institutions like Organization for Economic Co-operation and Development (OCDE), United Nations Educational, Scientific and Cultural Organization (UNESCO), join Project of Inter-American dialogue and Research for the development corporation (PREAL), United Nations Economic Commission for Latin America and the Caribbean (UNECLAC), Inter-American Development Bank (IADB), International Monetary Fund (IMF) and The World Bank, among others is important and deciding in the reforms of the educational systems of the Latin American countries” (Cifuentes, 2016; p. 72).

In the case of Mexico, that is member of OCDE, and to maintain its responsibilities and demands of this institution and the others it is necessary to implement the education reforms and the public policies and for the is referred to educational policies and now intertwine integrally for the basic education teacher’s training and deeply the answer of the students through the international standardized tests.

4. CONCLUSIONS:

In the broad specter of professionalization and teachers training it is found in the framework of reforms to the educational systems of Latin America in the last decades, they have been cut by three areas of reforms that concur with the Colombian case as well: decentralization, development of systems of evaluation and alliances public-private; as action axis in the educational reforms, among other aspects of relevance to give answer to the multilateral institutions.

Professionalization and teachers training is important and also necessary in all levels of education: preschool, primary, high school, superior and bachelors and post bachelor’s degrees, for the forces of constant change in a globalized world where the challenges are more complex every day and teachers have to face them fearless, as the teachers profession demands and for that it is the constant training.

Educational reforms are necessary but they have to answer the situational context and not just to the guidelines of international institutions but current governments, of an excellent professionalization and teachers training it can increase or on the contrary decrease the level of quality of education that is not just in students coverage or teachers in service but also as the teacher’s performance and what the plan is about training for the professional performance optimization.

A Teacher is in front of the social changes and the complexity of problems it is necessary to face them with action strategies from the context and vision of globalism, as a profession of service in the construction of knowledge, but also of integral human beings for the construction of a better society and of course to rescue the integrality of the teacher profession avoiding the possible deterioration which is facing.

The purpose of the text "towards an integral policy for the training and professional development of basic education teachers", as basis document of the Secretary of public education and sub secretary of basic and normal education, is to concrete in a scheme of four steps: state training teacher systems diagnosis, external studies and analytic review, development of the state and regional discussion and definition of integral policy of training and professional development of the teachers.

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