

The Tutor's Expectations Towards the Training Teacher

From the Didactic Vision

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Abstract: The present investigation fulfills the objective of knowing, considering and examining the expectations of the tutor towards the teacher in training from the didactic point of view. Considering the tutor as the teacher in front of the group, who provides the accompaniment to the student during his social service in primary school in the last year of teacher training. With the support of the IBM SPSS statistical program and the design of the Likert scale, a quantitative analysis was carried out considering the opinions and perspectives of the teaching tutors and was complemented with the qualitative study based on questionnaires and interviews, generating a series of postulates and to be able to clearly specify the expectations of the teacher tutor towards the practicing student from a didactic point of view.

Key words: expectations, students, tutor, skills, didactics

1. Introduction

In Mexico, the normal educational reforms in recent years try to respond to the demands of knowledge societies, thus, the national educational scenario has been dominated by a new discourse and new approaches to teaching and learning. Within this framework, teacher training in our country has changed from its conception to its practices, changes that respond to the complexity of today's societies. In this sense, education must be a space that generates and mobilizes knowledge.

One way to observe the development of professional skills is the work that the teacher in training develops in primary school. That is why the tutor teacher develops an important role in the formation of the normal student, since he observes and guides the work that the normal student develops in his last grade of studies, putting into practice the professional competences that mark the graduation profile of the university. Degree in Primary Education, plan 2012.

However, it is necessary to investigate and analyze this set of academic, administrative and even attitudinal elements that the student is expected to develop and fulfill in his initial training during his longest period of stay in the primary practice school, with the girls and boys. children, the teaching-learning process and the educational community. Therefore, we venture into the complexity of knowing through quantitative and qualitative research the expectations of the tutor towards the teacher in training from the didactic vision.

2. Referential Framework

It is evident that in today's societies many aspects related to the teaching profession have led to debates, recommendations and criticism; some of them associated with educational quality, initial and continuous teacher training, the gap in knowledge that is put into play in training, with that generated from scientific and technological progress. In this way, international organizations such as UNESCO (1996), have proposed some characteristics that aim to guide the profiles of future teachers, among them: mastery of the disciplinary and pedagogical contents of their teaching field, the substantive modification of the role that Traditionally, it has served as a transmitter, to become a facilitator and mediator between school content and student learning, enhancing their ability to discern, select school content associating it with local knowledge and knowledge, making use of the most appropriate pedagogies for each context and each group with which it works. Thus, an active pedagogy is proposed that is based on constant dialogue, on the link between theory and practice, taking into account interdisciplinarity, diversity and teamwork, whose expected outcome is the implementation of new ideas, as well as the generation of innovative projects (DGESPE, 2012).

As can be seen, the future teacher will have to recognize the tensions, problems, possibilities and challenges that the teaching profession has in these new scenarios. In this way, the bet is that the normal student sees all these aspects in the face, reflects and analyzes them, only in this way can he assume a position in relation to the profession (DGESPE, 2012).

It is understandable that the future teacher has experienced, as a student, the effects of vocation, commitment, identity, technology, the development of knowledge, evaluation, among others, hence it is not strange that they have some explanations of the way in which each of these aspects contributes or hinders school retention and success. For this reason, it is of vital importance that from this accumulated experience and using the theory critically and reflexively, it is possible to arrive at the construction of new explanations about the training and profession of teaching (DGESPE, 2012).

2.1 Didactic

The didactics that must be applied from the classes is one that allows the conception of life projects aimed at achieving a quality of life diametrically opposed to the factors of social exclusion for the achievement of a liberating and quality education. Critical didactics should then promote significant learning, but immersed in the exercise of criticism through the problematization and verification of knowledge based on an adequate logic of thought (LOEV, 2018).

Learning must be designed as a spiral process typical of continuous development, where progress in successive constructions offers a qualitatively superior result, which crystallizes in social individuals, but is implicit in group learning, that is, the possibility of joint reflection by the teacher. and the students, which leads them all to build knowledge (LOEV, 2018).

Didactics contribute to learning by project because it ponders the organization of learning from the dialogue of knowledge and the construction of knowledge, from transformative action research, where the objectives of training, research and permanent reflection achieve the systematization of knowledge taking into account the reconstruction of the lived process, the identification and characterization of the elements, the reflection on the relationships and the production of new knowledge (LOEV, 2018).

2.2 Problem Statement

Currently it is unknown and there is no academic certainty to name the expectations of the tutor teacher assigned in the last year of the Bachelor's Degree in Primary Education 2012, regarding the teacher in training who develops his professional practice in seventh and eighth semester of the degree. There are some notions or certain aspects are prejudged, however, there is a lack of an academic document that clarifies and makes known those aspects that the primary school tutor expects and requires regarding the normal student who carries out his didactic practice.

2.3 Target

It is proposed to carry out a qualitative and quantitative research to identify and know what the expectations of the tutor teacher are, regarding the didactic function of the teacher in training, who develop their social service and professional practices in the last year of their initial training as future teachers of Primary level.

2.4 Hypothesis

The tutors who receive and guide the didactic work of the fourth-year students of the LEP 2012 have broad expectations regarding their didactic function, which are inferred and linked to the initial professional training, these expectations are met to a great extent. majority during the development of the teaching practice generating an important advance and learning in the training of the future teacher.

3. Methodology

Based on the careful design of the instrument and its subsequent application, a deep statistical analysis was carried out using the IBM SPSS program to develop links and possible correlations in order to publicize the most relevant expectations regarding the teacher's didactic function. In training.

A psychometric scale instrument was designed, also called the summary scale method (Likert), based on and considering the professional competences that the teacher in training must consolidate upon graduation from the degree, where it was possible to know the opinion and attitudes expressed by teachers. tutors regarding the hypothesis, as well as, considering the purpose of the present investigation, to later quantitatively analyze the results obtained.

The scale consists of a series of statements as a general rule of 20 and 30 items approximately related to a previously determined attitudinal object, where by applying a manual or statistical method its interrelation with what is studied is determined, explaining the levels of homogeneity, heterogeneity and correlation of the investigated variables (R. Likert, 1932).

The instrument designed to know the expectations of the tutor was randomly applied to the sample population made up of 80 teachers from various primary schools of teaching practice. After the collection of the answered instruments, the respective emptying of information was carried out, generating a database and with the help of the IBM SPSS statistical computer program, various interpretations and analyzes were carried out.

4. Developing

A series of activities were generated and various instruments were applied to develop a qualitative and quantitative investigation, of theoretical exploration in a systematic way directed to a representative sample of the population of teachers who were assigned as tutors of the seventh and eighth semester students. of the Degree in

Primary Education Study Plan 2012.

4.1 Qualitative-ethnographic Analysis

A questionnaire was designed that contributes to the tutor teacher assigned in the last year of the Degree in Primary Education 2012, regarding the teacher in training who develops his professional practice in the seventh and eighth semester of the degree, it was accompanied by a series of random observations of various practices developed and finally, 30 interviews were carried out in order to develop the research to know in a qualitative way the expectations of the random teacher tutors of students in the eighth semester of the degree in primary education. The responses were analyzed and the interpreted characteristics are briefly described below.

- The plans designed by the teacher in training respond to the needs of the context within the framework of the plan and study programs of basic education, adjusting them to school needs.
- The strategies that the teacher in training applies are those that he has acquired in his training, these represent training environments, but do not promote autonomy, since the teacher in training does not have it.
- The teacher in training is based on the plan and study programs of basic education to achieve educational purposes.
- The teacher in training adequately incorporates ICTs as a teaching and learning tool, when the contents warrant it.
- The teacher in training uses the evaluation to intervene in the different areas and moments of the educational task. To do this, he prepares rubrics, a checklist and estimation scales. always in agreement with the primary school tutor.
- •The teacher in training promotes and regulates inclusive learning spaces for all students in order to promote coexistence, respect and acceptance. always acting ethically and integrating these aspects into their work strategies.
- •The teacher in training acts ethically in the face of the diversity of situations that arise in professional practice. making curricular adjustments and respecting the rhythm of each student
- •The teacher-in-training uses educational research resources to enrich teaching practice by expressing interest in science and research itself. considering the programs of the SEP and managing the scientific method.
- •The teacher in training intervenes collaboratively with the school community, parents, authorities and teachers, in decision-making and in the development of alternative solutions to socio-educational problems. this when raised in the school technical council.

5. Results

Based on the results obtained through the statistical analysis presented above, where the feasibility of the study is exposed and through ethnographic research supported by interviews and questionnaires applied to tutor teachers, which argue, support and validate the expectations of the teacher. tutor, which we allow ourselves to make known below:

- It is expected that the student in this last year of teaching practice meets most of his professional skills, specifically those directly related to teaching processes.
- That the teacher in training design plans applying their pedagogical knowledge, considering the context

of the students and based on the plan and study programs.

- Promote coexistence, respect and acceptance, through inclusive spaces for all students.
- That the student promotes a climate of trust and respect, where dialogue, reflection and the exchange of opinions can be generated to generate alternatives for improvement in the teaching process.
- Assume the commitment that teaching requires, complying with the rules of the institution, the classroom regulations and the promotion of values.
- Generate alternatives by being proactive and purposeful in various actions of pedagogical assistantship with the tutor teacher.
- To intervene with the school community in the search to prevent and solve learning problems and design strategies to facilitate learning, including ICT and considering a comprehensive evaluation.

Below is a very brief summary of the results obtained quantitatively, generated from the descriptive analysis of the variables and the statistical results obtained with the IBM SPSS program and its subsequent interpretation.

Table 1 Analysis of the Results of the Applied Instrument (Likert Scale) Based on the Graduation Profile

Analysis of Total Results				
	Ítem	Addition	Media	Total percentage
1	Design didactic plans, applying their pedagogical and disciplinary knowledge to respond to the needs of the context within the framework of the plan and study programs of basic education.	363	4.54	10.28
2	It generates training environments to promote autonomy and promote the development of skills in basic education students.	347	4.34	9.83
3	Critically applies the plan and study programs of basic education to achieve educational purposes and contribute to the full development of the capacities of students at the school level.	335	4.19	9.49
4	Use ICT as a teaching and learning tool.	350	4.38	9.92
5	Use the evaluation to intervene in the different areas and moments of the educational task.	351	4.39	9.94
6	Promotes and regulates inclusive learning spaces for all students, in order to promote coexistence, respect and acceptance.	366	4.57	10.37
7	Act ethically in the face of the diversity of situations that arise in professional practice.	353	4.41	10.005
8	Use educational research resources to enrich teaching practice, expressing interest in science and research itself.	353	4.41	10
9	It intervenes collaboratively with the school community, parents, authorities and teachers, in decision-making and in the development of alternative solutions to socio-educational problems.	356	4.45	10.09
10	The teacher in training meets their expectations regarding teaching practice.	354	4.42	10.03
Total		3528	44.1	100

Table 2 Assessment Obtained According to the Range and Category of the Results Obtained

ASSESSMENT		
CATEGORY	RANGE	VALUE OBTAINED
VERY WELL	3201-4000	3528
GOOD	2401-3200	
REGULAR	1601-2400	
WRONG	801-1600	
VERY BAD	0-800	

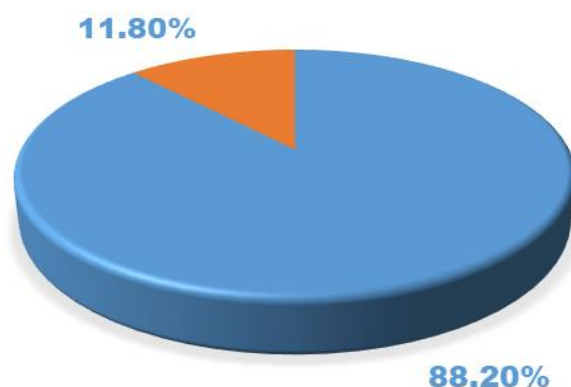


Figure 1 Perception of Compliance With Their Expectations

Percentage that shows the total fulfillment of the expectations by the tutor towards the teacher in training from the didactic vision. The percentage was obtained based on the total data obtained from the applied instrument (Likert scale) to measure their expectations considering the features of the student's graduation profile of the 2012 LEP.

6. Conclusions

- The development of the research, through its techniques and instruments and through systematic analysis, allowed solving the problem statement and fulfilling the achievement of the proposed objective.
- Tutoring is one of the functions of teachers, characterized by guiding and supporting the integral development of normal school students, since through it we can detect the problems they have and at the same time guide them properly; It is essential that the student has enough confidence with his tutor so that he can talk to him about the difficulties he has in his teaching practice and that he can provide him with adequate help.
- The primary school tutor must know how to listen, pay attention to what the normal student is saying and be able to help the normal student to face situations that arise in their academic life.
- Carrying out the tutoring as it should, brings benefits for both parties, since it is important to have the necessary support to obtain better results that will be reflected in the achievement and school performance of the students. Tutoring is essential for the proper development of students in the Teaching-Learning process.
- Academic tutoring can and should therefore be a support for normal students in the development of a methodology to achieve good school performance in students, creating a climate of trust and promoting professional development, providing information to the student that supports them in his professional life that allows guiding the normal student in the various ways of solving problems within the school context.
- It is important to regulate learning spaces, which have to be balanced given the current demands of both diversity and inclusion, where the child has the experiences required for the construction of learning collectively and individually. Forming learning that is functional and experiential in its environment.
- Specify the minimum requirements to be met by the teacher in training, which contribute and are reflected in the performance of their competencies, being supervised and advised by their titular teacher.
- Tutoring helps to strengthen the development and personal growth of the normal student. The interaction that occurs between tutor and normal student leads to the student's awareness of the progress of their activities

that affects their development and professional growth.

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