

MENDIVE



REVISTA DE EDUCACIÓN

Translated from the original in Spanish

Around the development of the teaching professional identity in the initial teachers' training

En torno al desarrollo de la identidad profesional docente en la formación inicial de los profesores

Sobre o desenvolvimento da identidade profissional dos docentes na formação inicial de professores

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Within the regional scenario, the
innovative trends of Latin American higher
education have been defined, following the
debates held at various events, which,
according to UNESCO, is facing a process
of reorganization and flexibility of its
academic structures and the promotion of
interdisciplinary. In this way, efforts are

made to achieve: "strategic actions in the
current process of educational changes,
and that place the university in a key
function, in the docent's initial training
programs". (Achiong, 2007).

Becoming an education professional
requires a process of professionalization of
a medium nature, which begins from the
initial training stage and continues in
permanent training. Each of the previous
stages constitutes a qualitative leap, with
respect to the previous one.

Initial teacher training is a complex
process, beginning of a decisive period in
professional personality education.
Studies by Breijo (2009; 34) has been
permitted to distinguish trends in initial
training:

- It does not constitute a stage of
extensive treatment within the
training process.
- The educational teaching process is
still somewhat removed from the
problems of social practice.
- There is a lack of integration of
academics, with research work
practice.
- The instructive conception of the
process prevails, to the detriment
of the educational and developer.
- There is a lack of an organic
relationship between the logic of
science and the logic of the
profession, which prevents a
correct formation of professional
performance modes in students.
- Recognition of the role of trainers
in learning the profession of future
teachers.
- Teachers in training still do not
recognize themselves as teachers,
but retain their student mentality.

From the above emerges the need that at
this stage all the strategies are mobilized

so that, from the academic, the labor, the research and the extensionist, the training and development of the teaching professional identity (IPD) is promoted.

The analysis of several works on the topic of IPD such as: Gohier, Anadón, Bouchard, Charbonneau and Chevrier (2001), Gómez (2012), Zimmermann et al., 2012, Pillen et al. (2013) point out a series of aspects about this process:

- Professional identity is a formative, continuous, systemic and contextualized process that occurs during the teacher's continuous training.
- The development of IPD in initial training becomes a process of professionalization that adopts characteristics inherent to the node of professional performance and the object of the educator profession.
- In this training process dynamic relationships are developed between the identities of: teachers-students, teachers-tutors and student-students.
- There are differences between the process of development of IPD on teachers in training and exercise.
- In the process of developing the IPD of teachers in training there is a transition from identity as a student to their identity as teachers, which are essential training models for their teachers.

The literature review by Pillen et al. (2013) recognizes the following characteristics in the IPD development process of teachers in training:

- The teacher in training still feels like a student, so he constantly questions the identity status quo and becomes invisible to other

teachers and in their performance contexts.

- There is fear for the generation and validation of the authority figure, as limiting or facilitating for the practice of teaching practice.
- The feeling of incompetence regarding the specific and pedagogical knowledge necessary for good professional performance.
- The identification of discrepancies and inconsistencies between the theories themselves and those that literature or experiences show as relevant to the profession.

The teacher's initial training is a complex process of beginning a new stage in professional personality education, which will be decisive for the emergence and manifestation of professional identity. Through the training process, necessary professional interests and skills must be developed for the qualitative turn of the subject towards professionalism. However, these alone cannot explain the evolution of the student. The experiences that the subject will accumulate in the execution of different professional tasks, will definitely mark his self-awareness and his self-esteem in this field and will facilitate him to configure his professional identity.

The initial training of the future graduate of the Bachelor of Education degree in Cuba is a process that is characterized by its insertion in various training-acting contexts, understanding them as the spaces where the professional training of students takes place, and simultaneously act responsibly, pondering one or the other component of the process. In them, their identity is configured as a teacher, while the professional performance modes of the students are developed and there is an interaction with the subjects involved in the training process, which frame the progressive interrelation between the

developing subject and the environment in various stages of the educational process. They are the training institution of origin (the University), the municipal university centers (CUM) and the micro-universities, which integrate and harmonize the experiences of these contexts. Breijo (2009)

This reality offers the student advantages for his training, for the systematization of experiences necessary for his professional development and maturation. However, the experiences that he experiences directly in the micro-universities, where he assumes the direction of the process of one or more groups and therefore all the functions of a teacher, while being an advantage for his training, do more complex this process, given the diversity of situations and professional problems that in that context, the teacher in training must learn to face efficiently.

Thus, the practical theory relationship plays an important role in the formation of the teacher's IPD and, in the training institutions, the models are reproduced so that the teachers, as students, were prepared, from which it is inferred that the Changing their modes of action requires new learning. This complicates the initial training, because it requires a change in the teachers themselves, where they move from the identity as a student to the professional identity as a teacher, a process that does not occur abruptly, but gradually and is sustained in a process of renewal and improvement of the process of professionalization of teachers in practice.

All of the above manifests the need for an initial dynamic, creative and innovative training; that provides students with the basis for educational practices with full axiological value. This implies promoting diverse learning processes that promote the analysis and reflection on the practice

itself, the professional problems to be faced, the exchange of professional experiences, the planning, the classroom practices, the evaluation and the critical analysis of the teaching itself, the center curriculum and social and cultural contexts; which will be significant in the formation and development of their professional identity as a teacher.

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