

Sistema de acciones didáctico-metodológicas para perfeccionar la auto-preparación de los profesores noveles

System of didactic-methodological actions to perfect the self-preparation of the novice teachers

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RESUMEN

En la actividad deportiva se introducen con inmediatez las tecnologías de avanzada, de ahí que constituya una premisa importante el perfeccionamiento de la auto-preparación de los profesores noveles. La investigación persigue el objetivo de elaborar un sistema de acciones didáctico-metodológicas para el perfeccionamiento de la auto-preparación de los profesores noveles en correspondencia con las exigencias del modo de actuación profesional. Para esto se emplearon métodos del nivel teórico, empírico, y matemático. La propuesta contribuye a superar insuficiencias presentadas por profesores noveles para desarrollar esta actividad con eficiencia, y desde su diseño propicia el tránsito progresivo hacia la independencia cognoscitiva.

Palabras clave: Sistema de acciones; Auto-preparación; Perfeccionamiento; Concepción desarrolladora

ABSTRACT

In the sporting activity, advanced technologies are introduced with immediacy, which is why the improvement of the self-preparation of the novice teachers is an important premise. The research pursues the objective of developing a system of didactic-methodological actions for the improvement of the self-preparation of

novice teachers in correspondence with the demands of the mode of professional performance. For this, methods of the theoretical, empirical, and mathematical level were used. The proposal contributes to overcome insufficiencies presented by new teachers to develop this activity with efficiency, and from its design propitiates the progressive transit towards the cognitive independence.

Keywords: System of actions; Self-preparation; Improvement; Developer conception

INTRODUCTION

The teaching-learning process optimization imposes, as one of the greatest challenges, precisely the solution of the problems in the quality of education, from having competent professors with a higher level of responsibility, independence and creativity in their way of action, persevering in the search for solutions to professional problems, the environment where they interact, according to Fuxá Lavastida, M.M. (2004).

To respond to the different situations that arise in the teaching-learning process, without renouncing the mass of this, means achieving high levels of effectiveness in their direction, expressed in the quality of the knowledge of the student-athletes and the development of their abilities, without forgetting the integral formation of their personality.

To achieve the above, the self-preparation of the Physical Culture professional plays an important role, which becomes a necessity, regardless of the context in which his functions are performed, since the scientific and technological development is permanent in all spheres of society. The term self-preparation is closely linked to knowledge management carried out by teachers, whether they are of experience or new. In this case, Sánchez Arce, L.R., Bravo López, G., & Lara Díaz, L. (2012) states, self-preparation is the *"...process by which, satisfying motivations, knowledge is reconstructed and reworked, through the search for information and the systematic exchange of this with other subjects, and the object of the profession."*

In relation to the above, Ferrer López, M.A. (1999), points out that *"...the continuous improvement directed to teachers, projected the need to internalize*

self-preparation as a way to acquire mastery of objectives, content and methods, as well as the principles on which changes rest."

Based on this criterion, self-preparation is undoubtedly an effective way to acquire deeper and more innovative knowledge. The quality of the same is a necessity, and at the same time a problem that directly affects the quality the teacher may have in his way of acting. Because of its hierarchy, it constitutes the heart of the system of improvement, so it must be systematically in perfecting.

Referring in the same way to self-preparation, Sánchez Arce, L.R., Bravo López, G., & Lara Díaz, L. (2012), express that *"...self-preparation will have quality if there is a spirit of improvement, if it is demanding with oneself, if it is dissatisfied with the acquired knowledge."*

In our opinion, self-preparation is an activity aimed at the uninterrupted construction of knowledge. The execution of it carries the responsibility of who develops it. It is also a form of self-directed learning, with purposes such as achievement in the domain of a given skill, obtaining information, as well as understanding and communicating of it.

According to Fuxá Lavastida, M.M. (2004) criteria, it appears as a feasible and complementary response to the fact that the required learning for a specific training or level can be incorporated, not only in a classroom, but also, that the person in charge of it is able to learn to work independently, and transcend what has been taught or oriented.

Self-preparation also presupposes that the person has some control over their direction and goals, which facilitate the progressive acquisition of cognitive independence, a condition that every human being potentially possesses, and that develops it essentially through activity. To achieve significant results in this endeavor, it is essential for the teacher to be the generator of his own motivation, in order to perfect, develop and consolidate the knowledge acquired. The above, claims that it is able to socialize, and seek higher cognitive levels to offer effective responses to each arisen situation (Sánchez Arce, L.R., Bravo López, G., & Lara Díaz, L. 2012).

The arguments discussed are shown in a diagnosis made during the 2009-2010 academic year in the Plaza Sport Combined of Guantanamo municipality, based on the use of empirical, observation, documentary analysis, interview and survey methods, where inadequacies were found in self-preparation of the new teachers in the Plaza Sport Combined of Guantanamo municipality. The main insufficiencies are manifested in the limitations to conceive activities that contribute to the development of self-preparation. In the same way, activities are not designed in the form of a system, and there is a marked tendency of teachers who are new to reproduction and cognitive dependence.

The deepening of scientific knowledge and the analysis of the diagnosis made possible to determine that the fundamental contradiction lies in the way in which new teachers perform their self-preparation as a component of methodological preparation, which is not in accordance with the way of professional performance the Cuban Sports Movement needs nowadays in its teachers.

Therefore, the research aims to develop a system of didactic-methodological actions for the improvement of the self-preparation of novice teachers, in correspondence with the demands of the mode of professional performance.

DEVELOPMENT

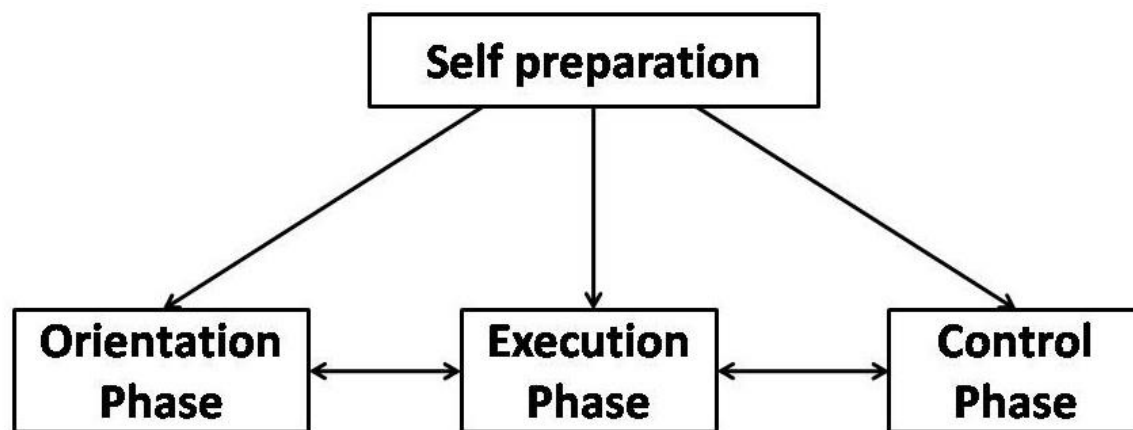
To influence the improvement of the self-preparation of the novice teachers, it is necessary a better understanding of the process by them. In this sense, it is considered of a great value what Fuxá Lavastida, M.M. (2004) states that *"...the didactic structure of teacher's self-preparation, part of considering it as a component for the planning, execution and evaluation of the training process itself."*

In accordance with this approach, and recognizing that the objects that surround man and with which he interacts must not be indifferent, but must have a established meaning in correspondence with personal needs, without being outside the social. It is for the above that the proposal is based on conceiving, from the didactic point of view, the self-preparation in three phases, in such a way that the novice teachers can have a better understanding of its process, and give a greater sense to its accomplishment. A first phase is determined as an Orientation Phase,

the second phase is the Implementation Phase, and the third phase is the Evaluation Phase.

The Orientation Phase is materialized through the information received essentially in two ways, direct (in the different methodological activities) and indirect (outside the methodological activities). The Execution Phase is materialized through the actions and operations to be carried out in the search, processing and communication of information, for the construction and reconstruction of knowledge. Finally, the Evaluation Phase is concreted by checking the forms, methods and strategies used during the process of developing knowledge, based on the results achieved.

Figure 1. Phases of self-preparation.



The process of methodological preparation in the Sport Combinations must take into account the problem methods, as a way to activate the cognitive performance of the novice teachers. Hence, the proposal also emphasizes the effective use of the teaching problems methods, considering that these, from the philosophical point of view, are based on the Marxist-Leninist theory, and are based on the dialectical-materialist conception of the scientific knowledge, where practice is considered as the primary source to develop abstract thinking, and then return to practice to apply and systematize the knowledge achieved.

The proposed methods to be used are in this case, the problem exhibition, the heuristic conversation, the partial search and the investigative method.

An element of great importance in the proposal, is the accomplishment of the professors' diagnosis. This is the element that allows us to obtain information

about their potential and needs, in order to be able to work on individual differences and achieve the collective equilibrium.

According to the diagnosis results, the individual improvement plans are drawn up, and the subjects to be taught in the methodological preparations are selected, in order to guarantee the progressive rise in the complexity of the activities that will be planned. This encourages the intervention of everyone in this process, and that the activities generate motivation at the individual and collective level. The activities must guarantee that the teacher in his self-preparation develops the search, the information processing in a creative and independent way, and also has to communicate that information elaborated.

It is convenient to propitiate that the solutions, or the conclusions, to which they have been reached, are exposed to the staff, either from the theory or in a practical way. To achieve this purpose, it is necessary to maintain a systematic communicative exchange, so that the reflections of the participating subjects favor the development of alternatives for the solution of situations that may be created during the exchange itself.

Proposal of didactic-methodological actions.

Methodological actions.

General objective: to contribute to the improvement of teachers' self-preparation.

Orientation phase.

Action 1. Diagnose the needs and interests of the teachers to overcome.

Objective: determine the main insufficiencies and interests of teachers to design the improvement plan.

Method: debate.

Procedure: reflexive analysis.

Organizational form: teamwork.

Participants: managers and teachers who teach methodological preparation.

Responsible: director of the sports team.

Aspects to be developed: the result of all the visits to classes of the previous course will be analyzed, to reflect on the main individual and collective insufficiencies. In addition, the criteria provided by the professors will be taken into

account based on self-analysis and reasoning, which should be valued for the design of the methodological activities.

Execution phase.

Action 1. Methodological workshop on the different organizational forms of methodological work.

Objective: to establish the organizational forms of the methodological work, which will be used to give a way out to the improvement plan.

Topic: organizational forms of methodological work. Its application to the improvement plan.

Method: debate.

Procedure: reflexive analysis.

Organizational form: workshop.

Participants: managers and professors who teach topics in methodological preparation.

Aspects to be developed: after exchanging about the different organizational forms of methodological work, an assessment will be made taking into account the topics, the needs and interests of the teachers, the characteristics of the center, the time, place and number of people. In addition, on which are the organizational forms that best suit the proposed topics and the characteristics of the center, as well as defining the strategies to be used in its organization. Guidance will be given for the next activity.

Conclusions: brainstorming to assess the result of the activity.

Action 2. Methodological workshop on the foundations of developer education and problem methods.

Objective: to promote an approach to the fundamentals of the teaching-learning developer process.

Topic: fundamentals of developer education and problem methods.

Method: debate.

Procedure: reflexive analysis.

Organizational form: teamwork.

Participants: managers and professors who teach topics in methodological preparation.

Aspects to be developed: the fundamental principles on which the teaching-learning developer process is based, the main characteristics of the teaching methods, as well as their importance and topicality will be addressed. Orientations will be given for the next activity.

Conclusions: brainstorming to assess the result of the activity.

Action 3. Methodological workshop on the practical application of problem methods.

Objective: to promote an approach to the practical application of problem teaching methods.

Topic: the teaching problem methods. Its practical application during methodological activities.

Method: debate.

Procedure: reflexive analysis.

Organizational form: teamwork.

Participants: managers and professors who teach topics in methodological preparation.

Aspects to be developed: arrive at the formulation of activities and tasks linked to problems related with the object of the profession, through the interpretation of teaching methods, from the theoretical and practical point of view.

Conclusions: brainstorming to assess the result of the activity.

Evaluation Phase.

Action 1. Methodological meeting at the end of each quarter.

Objective: to assess the impact of the subjects taught.

Method: reflective debate.

Organizational form: teamwork.

Participate: teachers.

Responsible: director of the sports team.

Aspects to be developed: the analysis of the improvement plan will be carried out.

Each teacher will give their criteria, related to the impact that has received from the

topics that were taught in each of the methodological preparations. This must be contrasted with the results that managers have of the different controls carried out by each of the competent authorities. In general, the assessment of the entire process related to the methodological preparations will be carried out.

Conclusions: brainstorming to assess the result of the activity.

Action 2. Make the required modifications to the improvement plan.

Objective: to contribute to the improvement of methodological activities.

Method: joint elaboration.

Organizational form: teamwork.

Responsible: director of the sports team.

Aspects to be developed: the analysis of the criteria provided in the methodological meeting will be carried out, in addition to the results obtained in the different controls developed by each of the corresponding instances, and decisions will be taken as necessary, in terms of improving everything related to the methodological work of the center.

Conclusions: brainstorming to assess the result of the activity.

Didactic actions.

Objective: develop skills that facilitate better results in the process of construction and reconstruction of knowledge.

Orientation phase for the teacher.

Objective: to clarify everything related to the activity to be carried out.

Action. Search for information

Operations:

- Clarify the purpose of the search.
- Make judgments about the importance of the information received.
- Determine the order in which the search will be carried out.
- Clarify the type of search that must be performed, according to the content of the activity and the help that may be needed.
- Determine expectations by asking questions about the proposed bibliography.

Action. Information processing.

Operations:

- Clearly note the bibliographies that will be used, as well as the key words or difficult to understand.
- Arrive at conclusions about the information received.
- Determine the previous knowledge related to the subject.
- Determine the most appropriate strategy according to their cognitive possibilities.
- Organize the material to be read.
- Clarify what type of information is presented in the material to be used.
- Determine the aspects to be summarized, using the questions that need to clear up any doubt about the information received.

Action. Information communication.

Operations:

- Analyze the need to perform the search or delve into a specific content, using the questions that ensure it.
- Clarify the doubts about the activity, from the communicative exchange and the linking of the received information with a known fact.
- Analyze the methods that can be used in carrying out the activity.
- Use the terminology and symbols of the content.

Objective: to execute the actions and operations necessary in the work of construction and reconstruction of knowledge, so that the action acquires meaning.

Action. Search for information

Operations:

- Determine the sources of information you need.
- Confirm if the selected means are adequate to perform the search.
- Contrast the information found with the objective of the activity and its needs, through the exchange with other subjects.
- Determine if it is necessary to rely on other ways to solve the activity.

Action. Information processing.

Operations:

- Confirm that the selection of the material to be read agrees with the given priority.
- Prepare hypotheses about the activity to be carried out, taking into account its objectives.
- Perform the reading of all the necessary material related to the subject.
- Rate information from different points of view.
- Relate the knowledge that is already possessed with those that are acquired.
- Evaluate if necessary new information.
- Reach conclusions and set new goals.
- Prepare the information obtained in the form that the activity requires.

Action. Information communication.

Operations:

- Analyze the type of audience that will receive the communication.
- Establish the level of information to be used, in correspondence with the activity.
- Select communicative methods and strategies, in correspondence with individual particularities.
- Determine the terminology and symbols of the content, and achieve correspondence between verbal and extra verbal language.
- Determine the elements that allow constant communicative exchange.
- Select the means that will be used in the communication of information.

Evaluation phase for the teacher.

Objective: to verify the effectiveness of the strategies used for the construction and application of knowledge.

Action. Search for information.

Operations:

- Evaluate if the means and the selected routes are the most adequate to carry out the search.
- Check if the results found are related to the objective of the activity.

- Evaluate if it is necessary to rely on other ways to solve the activity.

Action. Information processing.

Operations:

- Evaluate if the hypotheses formulated are in correspondence with the proposed objectives.
- Evaluate if the information obtained is related to the purposes that generated the search.
- Evaluate if the information obtained is sufficient.
- Make the necessary corrections.

Action. Communication of information.

Operations:

- Use the mother tongue correctly during the construction and transmission of knowledge.
- Check the effectiveness of the acquired knowledge, from the spontaneous and systematic communicative exchange.
- Assess the level of independence achieved in the execution of activities.

CONCLUSIONS

The proposed actions, as well as the phases of self-preparation that are put into consideration, help to overcome the shortcomings of the novice teachers, precisely to develop this activity efficiently. From its design, it promotes the progressive transition towards cognitive independence and self-improvement. It also constitutes a contribution to the solution of the problem faced, which must generate debate among teachers, both in those of experience and in the new ones, in such a way that it leads to the deepening and substantiation of the subject, in the theoretical as in the practical one.

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