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TRAINING OF PRIMARY AND SECONDARY EDUCATION TEACHERS IN ECUADOR

CAPACITACIÓN DE MAESTROS DE EDUCACIÓN PRIMARIA Y SECUNDARIA EN ECUADOR

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Training of Primary and Secondary Education Teachers in Ecuador

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ABSTRACT

This article examines teacher training and its performance in Ecuador, a country where the quality of education is an important precondition for a world in which people must be treated as real objects and subjects of change, as well as key actors in their own learning. The objective is to analyze teacher training in the second stage of secondary education, which contributes to the quality of education. In this sense, from the point of view of classroom practice, teachers and other educational professionals, as basic units of development and change, must be in line with the demands of modern society, consciously respond to the methods of teaching, in a systematic and planned manner. This makes them true facilitators of student learning. The type of research is a literature review that uses deductive and inductive methods. Based on the results of the literature analysis, the authors carry out a theoretical reflection on the teaching process of teachers, based on the learning needs in educational institutions with an adequate development of the system.

Keywords: teacher, education, secondary, learning, student

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Capacitación de Maestros de Educación Primaria y Secundaria en Ecuador

RESUMEN

Este artículo examina la capacitación de los maestros y su desempeño en Ecuador, un país donde la calidad de la educación es una condición previa importante para un mundo en el que las personas deben ser tratadas como objetos reales y temas de cambio, así como actores clave en su propio aprendizaje. El objetivo es analizar la capacitación de los maestros en la segunda etapa de la educación secundaria, lo que contribuye a la calidad de la educación. En este sentido, desde el punto de vista de la práctica del aula, los maestros y otros profesionales educativos, como unidades básicas de desarrollo y cambio, deben estar en línea con las demandas de la sociedad moderna, responder conscientemente a los métodos de enseñanza, en un sistema sistemático y manera planificada. Esto los hace verdaderos facilitadores del aprendizaje de los estudiantes. El tipo de investigación es una revisión de la literatura que utiliza métodos deductivos e inductivos. Basado en los resultados del análisis de la literatura, los autores llevan a cabo una reflexión teórica sobre el proceso de enseñanza de los maestros, basado en las necesidades de aprendizaje en las instituciones educativas con un desarrollo adecuado del sistema.

Palabras clave: maestro, educación, secundaria, aprendizaje, alumno

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INTRODUCTION

In the development of history, the importance of education in each era or social system is evident. Among them, teachers have always been one of the protagonists of the development and change process.(1) However, special attention has not always been paid to teacher training. Research has addressed this from different paradigms, but less attention has been paid to teachers as active learning agents, emphasizing the need to change the way such instruction is delivered and understood. In this context, Ecuadorian education has achieved significant results that give it meaning today.(2) Education in Ecuador dates to colonial times, when colonial demands had two directions for teachers: one was to cultivate the style of the colonial administrators and the other was to Christianize the indigenous population with a curriculum based on Christianity.

Therefore, the teaching process must become encyclopedic and bookish in nature, therefore it must become an instrument of support for the crown and a means that the church can use to better serve God.(3,4) An important element of teaching is the teacher, who must have a clear understanding of his mission, which is to guide students to apply what they have learned in practice. Currently, meaningful learning and the training of reflective and critical people are some of the most important aspects offered by the educational system.(5)

In this sense, Ecuador is experiencing a period of great achievements and changes, but more importantly, an increasing focus on the education offered. Educational progress always suffers setbacks that arise from the lack of integration of educational planning with the lived socioeconomic reality.(6)

One of the most influential trends in global educational reform holds that education is fundamentally in the hands of those who provide it; This motto is because the quality of education is determined by the quality of the teaching staff. If so, based on this premise, teacher training is a convenient tool to improve educational practices and institutions that enhance learning. In other words, teacher training is configured as an indicator of the quality of the educational system.(7,8)

In Ecuador, the teacher is a figure constructed as a mentor; Interdisciplinary training is sought so that students can integrate into different types of work. Therefore, the role of teachers today is no longer to provide knowledge with limited validity and always available, but to help students learn independently in this transformative culture and promote their cognitive and personal development through critical



and applied activities.(9) To use the large amount of information and tools available, given their characteristics, they need to process information in an active and interdisciplinary way so that they can build their knowledge, and not just passively receive and remember information.

Literature Review

In recent decades, many countries have implemented reforms to improve education at various educational levels, with emphasis on secondary education. The reforms aim to revitalize educational institutions under new teacher training proposals. Similarly, in Latin America they point out how the prevailing dynamics allow for ambitious reforms, which include quantitative and qualitative parameters, to have a large and well-trained teaching staff.(10) While these reforms have a global perspective, they consider the specificities of different regions and specific environmental conditions to address the challenges of educational institutions. Many practices and traditions have influenced teacher education. In Latin America, this practice was institutionalized through common schools throughout the 19th century, and this model is still in force in some countries. These are secondary education institutions whose objective is to prepare teachers for primary and sometimes preschool education.(11,12)

The training of secondary school teachers is one of the greatest challenges facing education, and it is also the basis for solving other problems. The self-improvement of teachers is considered a self-transformation activity, the premise of which is that the transformation of teachers is focused on mastery and a deep understanding of the purpose and essence of professional activity, including the process of promoting its systematic transformation and its self-transformation analysis.(13,14) Likewise, it is repeatedly emphasized that personal improvement is a constant reanalysis of information about ways of acting, procedures, motivations, conceptualizations of educational work, generation of search processes and transformations, recoding, reorganization based on one's own and others' experiences.(15) And to systematize the entire work system, move to a higher level of development, which is consciously determined. For any society committed to survival and development with the full participation of all participants, the professional training of teachers with high scientific standards, cognitive independence and strong patriotic commitment is a priority, an urgent need, and a highly complex task.(16)



In this context, educational units need changes, and to do so they inevitably include the cognitive and emotional involvement of teachers, who can develop and carry out positive change actions within their pedagogical practice based on their personal and professional characteristics. Encourage teachers. professional development and thereby promote improvement. Teachers are the main protagonists and creators of educational change and innovation.(17) For change to be deep, lasting, and transformative, it is necessary to involve teachers and be teachers who matter; That is, they will respond to your concerns and needs. If the teaching staff does not change, it will be difficult for the center to advance, which is why teacher training is a strategy for change and a key factor for the success of innovation. However, it is important to highlight that education must be related to the needs of the center and the students to improve the quality of education. In training, teachers need to transform some of their ideas and practices about pedagogy and pedagogy to find new ways to meet the needs and interests in their environments and change trends that do not work well in the school environment.

Teachers are the protagonists and creators of educational innovation and, therefore, they must participate so that this change is deep, lasting, transformative, and significant; That is, they will respond to your concerns and needs. Conventional universities have teacher trainers who receive some elements based on their performance in the classroom, but in practice teachers with such training are not always used in secondary education units and others. The same goes for fields. The problems are further aggravated by the lack of knowledge of engineers, agronomists, civil engineers, etc., because they do not have the basics of education and secondary education. The educational aspect is an important point in the development of teachers since it is the basis for their professional development. Likewise, based on a solid basic education, one must develop, among other things, the basic skills of pedagogical practice, learn to move from the subject area to the contents of the learning and teaching areas, and discover that the teaching profession is a true task promoted by a holistic development surrounded by axiological components.(18)

Teacher education requires ongoing efforts to ensure it best suits your practice, performance and professional development. Current challenges need to be addressed in current teacher education, especially in youth education. It should be noted that the continuous training of teachers today may be proportionally more urgent given the limited initial preparation they usually receive. In this sense, it is



important to highlight that education must be adapted to local conditions, not only within the framework of regional policy, but also depending on the real situation. It also results from special considerations about the institutional structure of the educational center and the specific needs it creates. The continuing training of secondary school teachers has gone through several stages, from training that meets the individual needs of teachers to systematically organized training. In Ecuador, the need to see teachers as participants in the educational process is emphasized, that is, a change from a view of teachers as implementers of the curriculum to a view that grants them greater status. This means rethinking teacher education and engaging in critical reflection and research, reflecting on the curriculum and practice itself and their relevance to the development context.(19)

The heroes of educational reform must be teachers, teachers promote knowledge, encourage curiosity, and become role models for personality development. At the same time, quality training helps to better evaluate the work of teachers, which is why in recent years teachers have begun to be properly valued and trained, and this agreement shows that only in this way can the primary objective be achieved. . The current educational problem in Ecuador is achieving quality education. It is important to emphasize that a practicing teacher recognizes the talents of his students and supports a participatory environment, uses evaluation resources as part of the educational process, is passionate about what he teaches and knows, and communicates this to his students. Students' enthusiasm for learning. In this sense, we need to change our understanding of the importance of teacher training and continuing education to bring into play the convergence of various macro and micro social factors and make teachers take personal responsibility for their own development, with whom They are educated and formed by and with the community. Emphasis on their active role in the ongoing educational process as subjects and agents contributing to the development of society. Rather, education is attacked from a new perspective in teacher training.(20)

The authors maintain that it is important for teachers to be trained in teaching and develop the strategies and skills necessary for classroom development; recommend strategies and tools; apply current methods and techniques that allow innovation in the classroom; and provide students with appropriate guidance on how to achieve learning objectives.



CONCLUSIONS

Ecuador has its own teacher training program that adopts national guidelines; It is directed and oriented to the demands of modern society in relation to educational policy, personality formation and the role of teachers as reflective, analytical, critical, dedicated, flexible Transcendent Entities, sexuality, and professional development. Therefore, teacher training that meets Ecuador's educational objectives becomes a historic challenge. Furthermore, in recent years, the Ecuadorian government has aimed to improve teacher training by investing in online education and signing agreements with national and international universities to allow teachers to specialize with a master's degree.

In some cases, teachers resist government-mandated training and evaluation procedures because they create uncertainty and instability; forces teachers to follow these processes not because they believe they will help improve education, but to meet requirements. In recent decades, the flexibility of the law has negatively affected society and the educational system, losing values, and in many cases, teachers have lost their image as teachers, tutors, trainers and simply become servile and develop learning. but they did not achieve their objectives.

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