Significant research on educational practice, a resource for professional competence

Investigación significativa de la practica educativa, recurso de competencia profesional

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Abstract

The research focuses on determining the significant research in the classroom practice that qualifies the professional competences of teachers in the regular education subsystem Secondary Level, for this situation the research adopted non-experimental research focused on the interpretative and descriptive paradigm oriented in the quantitative method directed to the sample population intentionally determined to teachers of the educational district of Potosi. The research has allowed to show that the educational process is oriented to the repetition of contents and to the advancement of the same by having educational texts of the ministry of education with a demanding concern in learning without understanding the reason for the difficulties in learning in the absence of carrying out the research to the results of the experience. It is evident the significant importance of research on the results of the experience that would be suitable to achieve significant learning and the qualification of professional competence to generate a society with a high level of knowledge.

Keywords: Meaningful research, qualification, professional competence.

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Resumen

La investigación centra la atención en determinar la investigación significativa en la práctica de aula que cualifica las competencias profesionales de los maestros en subsistema de educación regular Nivel Secundario, para esta situación la investigación adoptó investigación no experimental enfocado en la paradigma interpretativo y descriptivo orientado en el método cuantitativo dirigido a la población muestral determinado intencionalmente a maestros del distrito educativo de Potosí. La investigación ha permitido evidenciar que el proceso educativo está orientado en la repetición de contenidos y al avance de los mismos por contar con textos educativos del ministerio de educación con una preocupación exigente en que aprendieran sin comprender la razón de las dificultades en el aprendizaje a falta de realizar la investigación a los resultados de la experiencia. Se evidencia la importancia significativa de la investigación sobre los resultados de la experiencia que sería idóneo para lograr aprendizaje significativo y la cualificación de competencia profesional para generar sociedad de alto nivel de conocimiento.

Palabras clave: Investigación significativa, cualificación, competencia profesional.

Introduction

The practical educational activity of the teacher in the classroom is important in the integral formation of the student, this process is the result of many factors that intervene through the teacher to achieve meaningful learning.

For such a result, according to Baque, & Portilla, (2021) the teacher reflects and investigates the problems derived from his or her work in the classroom and context, for which he or she needs to go beyond the consolidation of knowledge, skills, abilities, capacities, attitudes and skills, since educational praxis constitutes a privileged scenario for the professional to integrate and apply knowledge, develop research competencies and build knowledge.

Therefore, it is important that the teacher incorporates meaningful research, which focuses on the predisposition of the researcher and the ability to relate new knowledge to his or her cognitive structure in a substantive way that allows him or her to assign meaning to the research.

Then the question arises, how would meaningful research praxis help the professional and the student. According to Madrazo, T. Avila, M. Hernandez, M. (2021) it would help "(...) in the quality of the

performance, the confrontation of conflicts, the reconstruction of their strategies to act in the solution of tasks, professional and life problems (...) make the professional suitable for the development of the activity in their different functions and guarantee a responsible and efficient professional performance"

It is known that the culture of meaningful research represents qualification of personal professional competence and meaningful learning with high level of knowledge (Lopez et al., 2020), which responds to the requirement of the social environment, however the usual practice of research on the result of classroom experience by all teaching staff in the area that governs is unknown, in this sense the research focuses attention on determining the meaningful research in classroom practice that qualifies the professional competencies of teachers in regular education subsystem Secondary Level.

Materials and methods

The present research in its design adopts non-experimental on the significant research conducted by teachers during the curricular concretion to achieve professional competence in the educational field under the regular education system secondary level, framed in the interpretive, descriptive research paradigm and the method applied in quantitative research (Sampieri & Torres, 2018).

For this process, the population is made up of teachers and as a non-probabilistic representative sample selected intentionally (50) classroom teachers from different areas of the Secondary Community Productive level of the Potosí Educational District, taking into account what Arias Odón (2006) points out, where the sample elements are chosen based on criteria or judgments pre-established by the researcher. The criteria are accessibility to the informant, willingness to offer the data. On the other hand, for the intervention, the technique used to collect information was a survey, and the instrument used was a structured questionnaire with key questions, which was evaluated by three experts in the research (Rodriguez, 2023) before being applied (Rodriguez, 2023). The instrument was applied by delivering the physical instrument only once to the participants of this study.

The statistical processing of the information collected was carried out using Excel pie charts in order to represent the results in a quantitative way and to analyze them.

Results

The research has shown that the educational process is oriented to the repetition of content and the advancement of the same by having educational texts from the Ministry of Education with a demanding concern in learning without understanding the reason for the difficulties in learning in the absence of conducting research on the results of the experience.

Figure 1. Teacher's attitude towards learning with difficulties

Source: Own elaboration

The graph describes that most of them provide personalized attention when there are difficulties in learning, and another part indicates that they go to the investigation of the causes of the difficulties, and finally, they make reference to follow up in case of learning difficulties.

*Figure 2*. Self-assessment of classroom practices
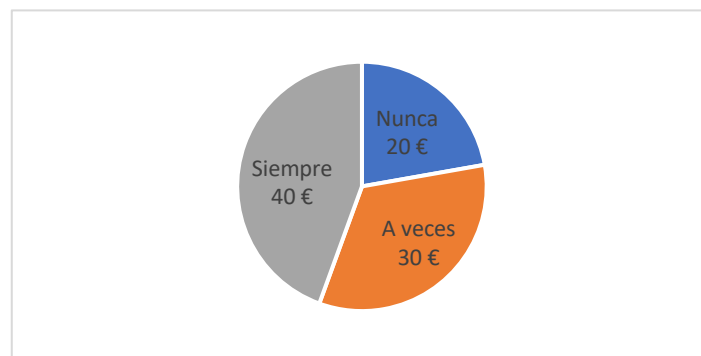
Source: Own elaboration

The first group of teachers stated that classroom practice is always self-evaluated, on the other hand, they stated that classroom practice is

sometimes performed, and the last group stated that they never perform self-evaluation of classroom practice.

Figure 3. Research helps the teacher
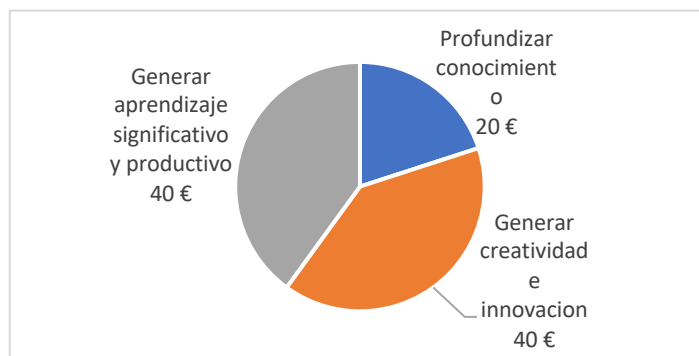
Source: Own elaboration

Among the respondents, the first group says that research helps to generate meaningful and productive learning, another group says that it helps to generate creativity and innovation in classroom practice, and the last group says that research helps to deepen knowledge.

Figure 4. research engages the teacher
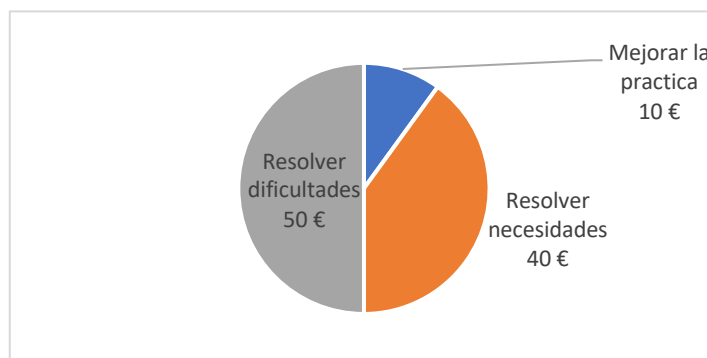
Source: Own elaboration

The graph describes that a majority group indicates that the research of the classroom experience commits the teacher to solve difficulties, on the other hand, others state that it commits them to solve students' needs, and finally, they state that it commits them to improve the classroom educational practice.

Figure 5. Qualified teacher research
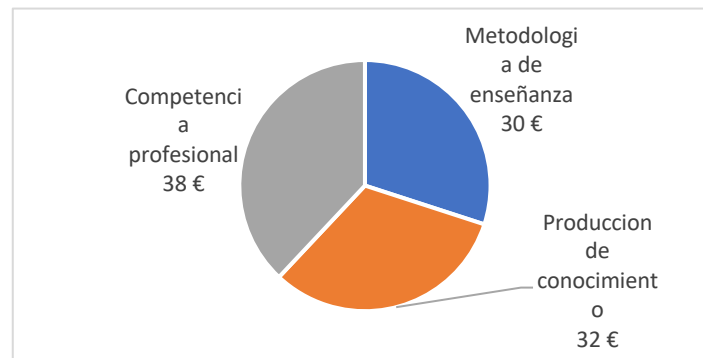
Source: Own elaboration

The representation of the first group emphasizes its manifesto indicating that research qualifies the teacher's personal professional competence, the second group determines that research culture helps the production of knowledge, and finally, the small group says that it helps to qualify the teaching methodology.

Discussion

It is noteworthy that significant research has not been applied in the process of the experience, which is practically ideal to achieve the assessment of the results of the activity carried out; it must necessarily focus on the concrete, where it is possible to explore needs in real contexts and transfer the knowledge learned. According to Rojas, Durango, & Rentería, (2020), "...it is a pedagogical strategy, which seeks to solve a problem, with the mediation of a teacher and the active participation of students (...)" (Page 173).

It should not be forgotten that the function of research in the educational field focused on experience is understood as "(...) a process characterized by the creativity of the actor, by the innovation of ideas, by the rigorous methods used, by validation" (Restrepo, 2020, p.87) as a result of this process, knowledge is generated, which is concretized for the purpose of change, thus qualifying the teacher's practice and successful learning.

The teaching-learning process cannot be oriented in simple repetition and transmission of contents without knowing the importance of

usefulness in the activity of life, education is synonymous with development, progress, that is why education requires "(...) tools and guidelines that allow students to find the path of their happiness doing what they like (...)" (Richard & Contreras, 2021, p.66). For this process, the leading role and responsibility of the teacher is important and can act focused on the described result of the practice of meaningful research and achieve change.

Developing research and innovation is synonymous with training with a high level of preparation and competence in all fields of knowledge, creating the conditions for production and construction, as a result of "(...) the ability to relate skills, abilities, attitudes and aptitudes to research, the ability to experiment, analyze, solve problems, interpret results and obtain conclusions" (Juárez & Torrez, 2022, p. 3). This process is achieved in an appropriate and coherent manner by the findings found in the self-evaluation and significant research, without reference we consider that the process would not have expected results.

According to Fernandez, (2019) "Every day there are more real situations that make the teacher become a researcher of his own classroom" (P. 24) and assumes commitment with ethics, moral and academic to achieve the conversion of a knowledge society that society demands, "who has lived the experience of investigating his own teaching practice and has reflected on this, is the most suitable" (Fontanilla, & Zulay, 2019, P. 87). The teacher will be able to contribute with coherent and appropriate responses to situations of need.

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