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THE IMPACT OF READING, PRACTICE AND RESEARCH SKILLS ON 7TH GRADE STUDENTS. AND 8TH. SEMESTER OF THE DEGREE IN PRIMARY AND PRESCHOOL EDUCATION IN THE ELABORATION OF THE RECEPTION DOCUMENT

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Abstract: Teacher training in normal schools is a task that has been questioned due to the low learning results of basic education students. To improve the training of future teachers, public policies have emerged, in the formation and strengthening of academic bodies in normal schools, which promote the generation and application of knowledge in order to raise the quality of teacher training. The present work is a partial investigation report of the results arising from a work in collaboration with a network and an academic body (AC) of a normal school. This report has the purpose of identifying elements of the reading, practice and research skills that influenced the students to build the evidence portfolio, as a degree modality of the 2018 study plan. The study was exploratory in nature, with a sample non-probabilistic study of 19 students, with a descriptive scope and a non-experimental design of mixed cut, which starts from a qualitative analysis and emphasizes the quantitative results.

Keywords: Reading, practice, research, portfolio of evidences.

INTRODUCTION

During the last years, in Mexico there has been a deep questioning regarding education, supported by the low learning results of students in various national and international tests according to the National Institute for the Evaluation of Education (INEE, 2010).). The latest discussions in the national debate have highlighted the responsibility of teachers, questioning the quality of their performance, which has led to a problematization of the initial training of teachers, and has given rise to the Curricular Reform of Normal Education with the objective of training teachers who respond to the needs of the pedagogical model that establishes that the center and the fundamental referent of learning is the student.

In order to respond to the training needs of future teachers, a reform was made to the study plans and programs of normal schools (Muñoz and Rodríguez, 2016); This reform was called the 2012 Study Plan by the Ministry of Public Education (SEP, 2014). The reform not only considered the study plans, but also the modalities to obtain the bachelor's degree of the Educational Programs (PE).

From the reform in the initial training programs for basic education teachers, public policies have been established in the Mexican State to achieve better teacher training. One of them has been the support to the CA in normal schools, through the work they do will contribute to the comprehensive training of PE students and thus increase their learning results.

In 2018, the BCENOG-CA-2 Practice, training and subjects, began its activities as a registered CA, and established a relationship with the Network of Latin American Studies in Education and Pedagogy (RELEP), carrying out a research work called "The learning profile of the university student: A comparative study", with 453 students of the Degrees in Primary Education, Preschool Education, Special Education in the Motor Area and Educational Inclusion, using a questionnaire of options. The objective of the research was "To know the learning profile of Latin American university students, from three variables: reading, research and practices". (Aguilar Gascon, 2018)

Regarding what was valued in the research on reading were the contextualized discursive practices (Carlino, 2005) p. 370). From Hernández, Martínez and Monroy (2009) the cognitive dimension was resumed, from generating their tools and learning processes according to the knowledge acquired, memorized and the skills learned, choose and make decisions about what, how, when and that learns; the metacognitive dimension,

which allows understanding how the student values and regulates their learning process through strategies that guarantee the conscious expression of it. He plans what he is going to learn, controls the process and evaluates what he has learned. These two dimensions served to assess some criteria such as time, place, techniques, comprehension, previous readings, and construction of ideas that he does in the process of synthesizing, analyzing, and understanding to design schemes, maps, and other elements.

The results of this variable were the following:

1. Regarding the criterion of time, 87.9% of the students use 5 hours a week to do the readings that were left for them as homework.

2. 2. 87.7% of the students surveyed make notes in the margin as a technique to support their learning process, which become keywords that allow them to understand the content of the readings. On the other hand, 7.7% affirm that they make notes sometimes, when they are interested in the content of the text and finally, 0.9% do not make any notes.

3. In the comprehension criterion, 15.1% of the students surveyed state that they do not carry out global readings; the other 68.3% state that they do frequently read globally to better understand their topic. 16.5% do not do it, they only add to the work that their colleagues do according to what they understood.

4. 82.3% build their own didactic tools to explain and understand the content of the reading through mental, conceptual maps, among others, to fulfill their task, 10.1% do them sometimes, possibly because it is difficult for them to design these tools. 7.4% do not do it frequently and 0.2% do not carry out this activity, but only read content.

Regarding the second theory and practice variable, which refers to the evaluation of the usefulness of an academic activity for the professional performance of the student, the results were the following:

1. 1.8% of those surveyed strongly disagree and partially disagree that in the theory-practice process, the links are very limited, 12.3% are impartial and consider that they are sometimes present and finally 85.8% consider that the activity is linked to the development of their professional activities.

Regarding the third research variable considered as a transversal axis of the student's professional training. In this, the frequency of the use of research was questioned, the application of their theoretical knowledge in its development, their perception of the research activity as a learning activity and finally connecting the activity with the professional environment.

The results were the following:

1. To the affirmation of whether the research is frequently used in the classroom, 0.5% affirm that it is not used; 1.8% that at least sometimes the teacher uses it; another 5.9% did not express their agreement or disagreement with this statement, and 31.8, 60% say that the research is used frequently and that this allows them to know more broadly the topics that are developed in class.

2. Regarding the fact that if their theoretical knowledge is applied frequently in the classroom to carry out research, 2.2% responded that they totally or partially disagree. 85.6% affirm that they are applied on occasions.

Based on the results, the members of the AC decide to take them up again and give an account of how the profile of the students who participated in this research impacted the

construction of the reception document as a degree work.

THE DEGREE WORK

The degree work is the last of the processes that students will have to carry out to complete their initial training (SEP, p. 7).

Each of the planned modalities: professional internship report, evidence portfolio and research thesis, involve the development of a product that will allow assessing the level of achievement of the generic and professional skills that have been acquired through the paths and their courses. , as well as the experiences derived from the approach to practice in preschool or primary schools.

The three indicated modalities will allow students to demonstrate their ability to reflect, analyze, problematize, argue, build explanations, solve and innovate, using pertinently the conceptual, methodological, technical, instrumental and experiential references acquired during the training.

Each modality is elaborated in accordance with a series of differentiated theoretical-methodological recommendations, criteria and guidelines, considering the specificity of the type of product.

PORTFOLIO OF EVIDENCE

As indicated in previous paragraphs, the modalities to obtain the degree of graduate in Primary, Preschool and Special Education, etc. It is through three ways: report of professional practices, the portfolio of evidence and the research thesis.

The degree modality chosen by the students who participated in this research was the evidence portfolio.

The evidence portfolio integrates and organizes the evidence that is considered essential to represent the competencies established in the graduation profile. It is a collection of different types of products

selected for the relevance they had with respect to the learning process, which is why they show the main achievements and aspects to improve in the development and professional career of the person who does it. In the same way they indicate the knowledge that one has of what is done, why it should be done and what to do in case the context changes.

This modality allows demonstrating, based on learning evidence, the degree of competence acquired by the student, favoring critical and reflective thinking and promoting their autonomy. Its elaboration includes pertinent information regarding the performance and the products generated.

The identification, discrimination and selection of evidence raised at the different moments and stages of his initial training will allow the reconstruction of a learning process that will account for the professional skills and the changes he experienced throughout his career.

In the portfolio development process, four different moments are recognized, which are not necessarily linear: definition, selection, reflection, analysis and projection (SEP, 2012).

RESEARCH OBJECTIVE

As it has been published, this is a partial research report, which is carried out with the participation of 19 students (15 from the Bachelor's Degree in Primary Education and four from Preschool). The question that guided the research is: How did the profile of the students impact the construction of the portfolio of evidence?

The objectives were the following:

- ***General objective of the study***: Identify elements of reading, practice and research skills that influenced the students to build the evidence portfolio.

- **Specific objective:**

  - Analyze the advances of the evidence

portfolio where students make use of reading, practice and research.

MATERIALS AND METHOD

The study is exploratory in nature, with a non-probabilistic sample, descriptive in scope and a non-experimental design of a mixed nature, which starts from a qualitative analysis and emphasizes the quantitative results.

PARTICIPANTS

The sample consisted of 19 students from the last generation of the 2012 curriculum of the BCENOG Degree in Primary Education and Preschool Education.

APPLICATION DEVELOPMENT

Two techniques were used to recover the information, one qualitative and the other quantitative: documentary analysis, records of the progress of the students in the portfolio of evidence in charge of each advisor, and a questionnaire of twenty items was prepared with the Microsoft Forms tool.

Student progress records were initiated from August 2020 to June 2021; In six meetings during the school year, the students showed the process of building their portfolio of evidence; In 10 meetings, the CA held discussions on the development of the reception document and the systematization of the information began, where it was possible to identify important elements in the development of reading, practice and research skills that affected the construction of the evidence portfolio. . Finally, in the month of June the questionnaire was applied.

RESULTS

Reading

Regarding the elements that were identified in the construction of the portfolio of evidence regarding reading:

- 90% of the students favored the comprehension and interpretation skills of the texts when relating them to situations experienced in practice during the construction of their portfolio of evidence; as well as the strategies and techniques that were put into play for the acquisition of knowledge and knowledge allowed the theory to be put to use, by having the possibility of using, analyzing and reflecting on what was read and identifying it in their practical day, these approaches respond to a metacognitive approach to student learning, since during the process of internalization of the historical-social experience; the one that has a gradual, conscious and relatively stable character to learn to feel, think and act" (Bortone, 2014).

Knowing what the references consulted are going to be used for and being able to identify them in practice, helped the students to make the ideas of the authors mean, by having contextualized experiences, in the same way the process of construction and deconstruction of the portfolio, allowed them to become aware of the reality in which they were operating and thus strengthened their generic and professional skills.

The other 10% of students, after they generated their tools and learning processes according to the knowledge acquired, memorized, and the skills learned, chose and made decisions about what, how, when and what to learn, with the readings carried out. , these characteristic features are located in the cognitive dimension of the student's personality from the approaches of Hernández, Martínez, Martínez and Monroy (2009).

Practice

- 91% of the students strengthened their commitment, responsibility and initiative, undoubtedly some important attitudes for the exercise of the teaching

profession. The analysis and reflection of the practice were two of the skills that were also enhanced by connecting the ideas of the authors consulted with the reality in which they were operating, which makes sense when making decisions about what, how and when to act.

Understanding what the teaching practice implies, they become aware of the role they have as teachers in the comprehensive training of students and not only in the function of teaching, but of learning through the development of skills to continue learning, this awareness contributes as a kind of conviction that led them to improve day by day in the design of didactic activities and their planning of teaching intervention during the school year.

9% of the students favored collaborative skills among the students, especially in the process of hetero-evaluation and developed critical and reflective thinking, which guarantees results that promote the formation of competencies.

Investigation

Specifically, research skills tend towards a professional training process, strengthening skills to observe, question, record, interpret information and write about their professional practice.

- 88% of the students state that the research was favored since the construction of the portfolio was planned in each of its moments, having clarity in the methodological process when designing a route of activities to be carried out, which allowed them to structure their thinking in the construction, deconstruction and reconstruction of their own learning process and assign it a level of achievement achieved, but the most important thing was being able to communicate it in a "simple" way of self-training in the search, identification

and implementation, which contributed to the development and acquisition of new knowledge. What implied the management, investigation, selection of information, systematization and processing of information, to achieve a clear expression and communication.

The other 12% of the students, through the research, had the possibility of ordering, systematizing the actions of their portfolio and entering a stage of evaluation-reflection-analysis-learning of the set of evidence selected based on the competence. In this way, they strengthened fundamental competences in research methodology related to the collection of information, the methodological domain, the management of concepts for the reconstruction of their process.

DISCUSSION AND CONCLUSIONS

The results show that the profile of the students is a fundamental basis for the appropriation and empowerment of abilities, knowledge and skills, as observed in the first results presented in this partial research report and what they were able to achieve in the construction of their reception document.

The fact that the advisors supported the students in their degree work and that they knew the results of the study of the student's profile, allowed to overcome the levels of performance, the lag and the desertion of the students, through using modalities for teaching appropriate to the needs of students with different social backgrounds and cultural backgrounds. Assume a pedagogical practice that fostered reflection for a didactic change, where the integration between the teaching and learning processes are effective, since it was possible to recognize that students have unique and unrepeatable ways of learning.

In short, the identification of how the profile of the students impacted the

construction of the portfolio of evidence, as has already been expressed, gave certainty to make decisions in the didactic techniques of the orientation of the reception document. Likewise, the advisers could be aware of the need to improve the ways of learning. This will be reflected in the professionals who will be developing their knowledge in the workplace with contributions, appropriate solutions and required through their professional performance.

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