

Arts, Linguistics, Literature and Language Research Journal

THE HORIZON BEYOND THE CLASSROOM (*TUTORING WITH A GENDER PERSPECTIVE*)

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Abstract: Tutoring with a gender perspective and a humanist vision in teacher training institutions is undoubtedly a basic activity for the achievement of institutional purposes, an excellent preparation is sought for students who will later be incorporated as teachers. And that is the purpose of the academy. A quality accompaniment achieves a successful training program. So why isn't it done? In fact, it is imperative to work with a mentoring scheme with a gender perspective and, at the same time, that those responsible for conducting it are prepared with a humanist vision. Why is it not carried out in schools? There are many explanations, the basic thing is the attitude of the person in charge of carrying it out. The tutoring does not go beyond the speech, when the teacher is not committed, which affects institutional efficiency.

Keywords: Tutoring, humanism, gender, teachers, training.

INTRODUCTION

Undoubtedly, one of the topics that has been most discussed in this century is about teacher training and its relationship with Tutoring, thus, it is observed that, at all educational levels, from basic to higher, it is assumed as a fact that in the institutions, tutoring is carried out, as part of the teaching activities. However, in teaching practice it is observed that the tutoring action is reflected as an intention that does not carry out the praxis. There can be many causes, justifications as well, which can be said that if in Mexico you really want to achieve excellence with a humanist vision, as the new Mexican school needs and requires, tutoring has to be a fact.

Today's times require approaching education from a humanist vision, which is at the center of the training effort, both for people and for human relationships and the environment in which we live. This implies considering a series of values to guide

the contents and training and curricular procedures of each context and educational system. "The humanist values that should constitute the foundations and purpose of education are respect for life and human dignity, equal rights and social justice, and cultural and social diversity, as well as a sense of human solidarity and shared responsibility for our common future".(United Nations Educational Organization, 2015, p. 37)

The country needs committed teachers, vocational teachers who help rescue and solve everything that the pandemic has highlighted and the school delay. The challenge is not easy, now more is being asked of the teacher and his salaries or incentives have improved, but it is the work that we do... And we have to do it well.

TUTORING WITH A HUMANISTIC VISION AND A GENDER PERSPECTIVE

Teacher training is a priority, but it must also be quality training, of excellence, to be up to date with the times... A specific case of the state of Campeche, teacher training was given through the hiring of companies or institutions that were not very serious, for reasons of corruption, now are not carried out with excellent academics or strong institutions due to republican austerity.

It is evident that it is necessary to train the teacher with a humanistic perspective, change their expectations of being only the teacher who teaches their class and that is where their responsibility ended, being aware that the teaching work goes far beyond the classroom. A full-time teacher, committed to his students, who provides training that covers the entire horizon.

BUT TAKING ALL OF THE ABOVE INTO ACCOUNT, WHAT IS ACADEMIC TUTORING?

Mentoring is commonly thought of as the activity of providing students with the necessary tools and assistance to successfully meet the academic, personal, and professional goals they set upon entering college. It is also a pedagogical action that tries to favor educational situations to generate an educational model that helps the teaching-learning process individually and in groups. In addition, it is an inherent part of the curriculum where it integrates knowledge, procedures, values and attitudes aimed at students with specific abilities and interests. (Estela, 2012)

As can be highlighted in the previous definition, tutoring is an area that transcends beyond the classroom, it implies not leaving the student alone and commits the teacher to walk with him. Therefore, in La Nueva Escuela Mexicana, Tutoring is managed as one of the basic foundations for the achievement of learning and for the achievement of institutional purposes. (SEP, 2022)

In this way, the guiding axis is the humanist approach in which it is highlighted that the new norm affirms a humanist vision of education, which implies:

- “Education will have a human rights approach and will be based on respect for the dignity of people and substantive equality.”
- “The State will prioritize the best interest of children and adolescents and young people in access, permanence and participation in educational services.”
- “The study plans and programs will have a gender perspective and a comprehensive orientation, which will include knowledge of the sciences and humanities: mathematics, literacy,

history, geography, civic education, philosophy, technology, innovation, indigenous languages, foreign languages, education fitness, sports, arts -especially music-, healthy lifestyles, sexual and reproductive education and care for the environment”.

It also indicates the principles on which the educational model is based, known as the New Mexican School (NEM):

- Promotion of the identity of Mexico.
- Citizen responsibility.
- Honesty is the fundamental behavior for the fulfillment of social responsibility.
- Participation in the transformation of society.
- Respect for human dignity.
- Promotion of interculturality
- Promotion of the culture of peace.
- Respect for nature and care for the environment.

WHAT CAN BE HIGHLIGHTED?

What the pandemic highlighted is that the teacher must prepare in every way. As it is handled in the Gestalt theory, you cannot give what you do not have And all professionals who have students under their responsibility must prepare well to dedicate time to their disciples, and must also know and manage the gender perspective , have a humanistic training and above all love. Because in itself, attitude is everything.

You also learn a lot from the student, during the pandemic students helped teachers use the media to teach classes virtually. In fact, in learning, technological advances have sustained a permanent deployment of new tools for the management and construction of knowledge, this forced advisors to get involved in new educational environments and progress was achieved, but it was collaborative work. Teachers who did not adapt had to retire.

In fact, the tutor in virtual environments is a key figure since it is considered as a bridge through which each student travels to get involved in the task and with the group in a dynamic or proactive way to facilitate the path towards belonging and relevance. Therefore, it is necessary for the tutor to continuously promote autonomy, free practice and belonging.

Tutoring is an important factor in these contexts and thanks to the constant communication between the participants, a respectful and cordial treatment, it also reinforces security and a sense of belonging. In this sense, the attitude that exists in dialogue and communication, as well as flexibility, fosters confidence and enthusiasm, and this, in turn, leads to cooperative and collaborative work with others, which is why it is Tutors prepared with a gender perspective and a gender approach are of the utmost importance and are fully aware that their work does not end when their professorship ends, but rather goes beyond the classroom.

In this way, the image that a trainer must give is that, as a tutor, he will always be someone who guides, accompanies and attends to the needs of an apprentice, this is also shared with his colleagues in various work spaces. Therefore, it is important to learn with peers and constantly interact, as well as to establish new contacts, spaces and places with others. This situation gives the possibility that the classroom is transformed and that there can be a more positive expansion in learning.

As tutors, different forms of learning must be designed, and technology allows reaching those criteria and forms of socialization that are developed in relation to other people, generating an exchange and construction of knowledge, thereby expanding new tutoring modalities.

In this sense, ANUIES, in the report it presents from the study it carries out,

highlights that: from the results obtained, the overload of academic work and the time factor are the main impediments to the development of tutoring, being reduced only to group tutoring. , as perceived in said research work, product of the survey applied to all the students and all the academic tutors of that normal school, as well as in the discussion held with the selected focus group. The importance of academic tutoring in the teacher training process is highlighted and, above all, the environment of trust that the tutor builds with the group of tutors. The research work describes, on the one hand, an approach for the development of academic tutoring,(National Association of Universities and Institutions of Higher Education, 2002)

WHY IS PERSONALIZED STUDENT ATTENTION NECESSARY?

If the student is considered the central actor in the training process, he will be motivated, promoting the achievement of the indicated objectives, also contributing to the student's adaptation to the school environment and strengthening his study and work skills.

Improve access and adaptation of new students at the beginning of their studies; accompany them in their learning processes and help them in their curricular choices during their studies and provide them with those aspects to adequately face the processes of labor insertion and continuous training at the end of their studies. As a result of the institutional evaluation processes of the curricula, a series of actions are beginning to be considered to improve the attention given to students through a more personalized follow-up of their training process and it is recommended, among other aspects, the empowerment of Tutorial action as a quality factor of education. All of this has served to propose the tutorial action as a

service for students to provide them with information,(Alvarez González, 2013)

It is important to highlight that the operation of an Institutional Mentoring Program does not imply the construction of additional and parallel structures currently existing in the institutions, nor an infrastructure created to satisfy their specific needs. Rather, it is suggested to promote an efficient use of personnel and facilities, equipment and physical spaces in a process of articulation of existing efforts and programs.

DESIGN AN ACTION PLAN TUTORIAL

To begin with the tutorial activity, Delgado (2005) proposes that it be through a good attitude, mainly with an adequate disposition to attend to the students and demonstrate that the teacher is a person willing to assume the challenge of being a tutor. In addition, it is necessary to demonstrate to the students that the tutorial activities respond to their interests, which means added motivation and saves time, resources and effort.

Therefore, making a Tutorial Action Plan is necessary to consider various aspects such as: when entering the university, it is good to apply a reception plan to obtain adequate integration into university student life. This plan must contain aspects such as: information on the services offered by the faculty and the university, the authorities that make up the faculty and its main functions, the characteristics of the Study Plan, the conformation of its academic career, the operation of the units of learning, information on scholarships and student aid, the medical and assistance services of the institution, the labor market, among others. In addition, orientation courses on transversal topics of your career: computing, English, study methods and techniques.

During the development of

the studies, Students will be able to delve into aspects of their academic development in terms of choosing their area of emphasis, their social service and professional practices, and especially the research area they want to study to carry out their final research project, whatever its type. degree.

Within the planning to prepare the document, the following aspects should be considered: the list of teachers-tutors who will perform the function; the program coordinator and his functions; the list of undergraduate students that will be assigned to each tutor; consider some other teachers or areas that will serve as a link or support to the plan; Establish group and individual meetings to be held with the tutors and evaluate the plan from its beginnings, its development and completion. For the design of this it is important to consider the needs and objectives that must respond to the personal, academic and professional dimensions of the students, as well as achieve concrete learning, development of skills, improvement of skills, acquisition and development of attitudes and values.(Delgado Sanchez, 2005)

WHY DO THE TUTORIALS?

... Among many other issues:

- Reduce failure rates and school delays
- Reduced dropout rates
- Improve terminal efficiency,
- Prevent other problems....

FOR THIS, THE PROPOSAL IS SIMPLE:

It is imperative in teacher training institutions to increase the excellence of the educational process, increase student performance, reduce failure and dropout rates in order to meet the objective of responding to social demands with more and better graduates who, at the same time, they

can achieve a successful entry into the labor market or continue their studies. If the trainers are being trained, the advisor's commitment is to train them with high quality.

Considering the diversity of conditions of the teaching staff who work in teacher training institutions, it is pertinent that when selecting the tutor, in addition to the availability of time to attend to the group, the teacher must be open and committed to learning about and developing the tutoring, as well as the implementation of knowledge, skills and attitudes already mentioned. You cannot teach someone who does not know. And that is the problem of which very little or nothing is said. Counselors are not prepared to assume the role of tutors. If you want, you can prepare yourself, that would be the attitude.

CONCLUSION

Tutoring is a time for the accompaniment and management of a school group coordinated by a teacher. This, in his capacity as a tutor, contributes to the personal, social, affective, cognitive and academic development of the students, that is, to their integral formation. But you must have the attitude, the time and the preparation, therefore, it is important to clarify that:

- The tutorial is not an extension of the subject taught by the teacher,
- Nor is there a term to carry out revisions or academic assessment of the subjects,
- Nor do they develop activities without didactic intention that distort their nature.

The tutoring promotes, from the voice and action of the students, processes of self-knowledge, dialogue, reflection, self-regulation, skill development, assertiveness, identification of risk and protection factors, active listening with their classmates and their tutor, which contribute to coexistence and the formation of their identity.

Although the Tutoring does not intend to comply with a study program, it does need to plan the actions that will be developed with adolescents. Therefore, it is necessary for the tutor to develop a tutorial action plan that allows him to anticipate and organize the activities with the group, that is, to plan the tutoring sessions.

This includes the integration and interpretation of a diagnosis of the characteristics, needs, concerns, interests and proposals of the normalistas to model a flexible planning to develop it throughout the school year. Therefore, each tutor must develop their own Tutorial Action Plan, according to the context of the group, school, community and entity.

Tutoring is a support for the training of students, based on the expression of their concerns, needs and expectations, both personal and academic. This requires an adviser, prepared, humanistic and prepared with a gender approach. In other words, the teacher that the New Mexican School wants and needs as a trainer, of trainers.

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