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THE PEDAGOGICAL NARRATIVE OF THE NEW MEXICAN SCHOOL AS A FACTOR FOR THE CONSOLIDATION OF THE PHYSICAL EDUCATOR'S PROFILE

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Abstract: The present research rescues the pedagogical narratives of fourth grade students of the Bachelor's Degree in Physical Education, where elements of the New Mexican School are identified as a factor for the consolidation of the graduate profile. It is a qualitative study, with descriptive scope and intentional sampling, where the objective was to recover through the pedagogical narratives the experiences lived when developing the professional practices in the area of Physical Education in the Pre-school, Primary and Secondary levels from the application of the New Mexican School with the purpose of consolidating the Profile of graduation. The research question is: What were the contributions made by the New Mexican School in the consolidation of the Profile of future physical educators, through the Pedagogical Narrative?

Key words: Pedagogical Narrative, professional practices, physical education and graduate profile.

STATEMENT OF THE PROBLEM

The arrival of the New Mexican School to the Basic Education classrooms was surrounded by controversies, successes and difficulties for teachers working in the different levels of Preschool, Primary and Secondary. At the beginning of the 2023-2024 school year, it was said that the New Educational Model would be applied gradually and that it would be working only with certain grades of the aforementioned levels.

But it was from the 06/08/23 agreement issued by the Official Gazette of the Federation, where it was established that all grades of Preschool, Primary and Secondary would work the Plan and Program of the New Mexican School, repealing then the 2011 and 2017 Plans previously established. Therefore, the indication was given to apply the basic principles of the NEM, the sudden change generated that teachers would understand by leaps

and bounds elements such as; the synthetic program with its formative fields, contents and learning development processes (PDA), the construction of analytical programs and the characteristics of socio-critical methodologies for the design of projects embodied from a planning and planning that for many teachers acquired the name of didactic plan.

The whole panorama that at that time was developing in the schools of Basic Education had an impact on the initial formation of the students of the Bachelor's Degree in Physical Education, above all, of those who would study the last grade, because they would begin the professional practices that involved three essential aspects; The construction of the documents to be able to graduate, the fulfillment of a social service immersed in the practices with a duration of 24 weeks, divided into 8 for 7th semester and 16 for 8th semester and the preparation to sustain the entrance exam to the professional teaching service which requires to experience the school technical councils, the agreements and legal frameworks, which are acquired and understood by developing the practices in the last grade by living real teaching conditions. And although as a Normal School we were clear about what was involved in working with 7th and 8th grade students, the Basic Education schools were making these processes difficult for us because they had not built their analytical program from which the didactic plan (planning) was derived and how the Physical Education students had to link with the other formative fields in order to generate classroom, school and community projects.

With the above panorama and based on the experiences obtained during the 23-24 school year, the following research was carried out with the objective of recovering through pedagogical narratives the experiences lived while developing professional practices in the area of Physical Education at the Preschool,

Elementary and Secondary levels from the application of the New Mexican School with the purpose of consolidating the Profile of graduation. Having as a research question, what were the contributions made by the New Mexican School in the consolidation of the Profile of future physical educators, through the Pedagogical Narrative?

Next, we will describe the processes experienced by the students of the last grade from the recovery of the pedagogical narrative that categorized 4 essential aspects.

THEORETICAL FRAMEWORK

FEATURES OF THE PROFILE OF EGRESS, PLAN 2018 OF THE BACHELOR'S DEGREE IN PHYSICAL EDUCATION.

The 2018 curriculum of the Bachelor's Degree in Physical Education frames three essential competencies for the achievement of the Profile of Egress, being these, generic, professional and specific. The purpose is that the normalist students can mobilize knowledge, attitudes and skills favoring the integration of theory and practice through the understanding of concepts, principles and theories that are acquired through various educational experiences during the training offered within the Normal School as obtained in the various periods of Professional Practices.

For the last grade of initial training, emphasis is placed on professional and specific competencies, which are the ones that allow the consolidation of the graduate profile by impacting on the substantial processes that are generated when developing intervention practices in basic education schools. Said competencies macadas by the DGESuM (2018) are;

1. Professional competencies.
 - Uses knowledge of physical education to make transpositions according to the characteristics and contexts of students

in order to address the curricular contents of current curricula plans and programs.

- Designs teaching and learning processes according to the current approach to physical education, considering the context and characteristics of students to achieve sustainable learning.
- Evaluates teaching and learning processes from a formative approach to analyze their professional practice.
- Manages collaborative and inclusive learning environments to promote the integral development of students.
- Uses innovation as part of their teaching practice for the development of student competencies.
- Acts with civic, ethical and legal values and principles inherent to their social responsibility and professional work with an intercultural and humanistic perspective.

2. Specific competencies

- Sustains an integral teaching practice by contrasting approaches and methodologies of physical education, play and educational sport within the framework of current trends.
- Uses knowledge derived from the study of the body and its referents in physical education from the motor competence, corporeality, motricity, creativity, to make pedagogical interventions based on the systematic development of children and adolescents.
- Maintains that motor competence is the axis of the pedagogical intervention for the integral development of children and adolescents.
- Designs socio-educational intervention projects to promote healthy lifestyles and social coexistence with emphasis on inclusion.

- Reconstructs their didactic intervention with the use of reflection to argue it.
- Uses the competencies of the initial training of the physical education professional to adapt them to different work scenarios.

The achievement of the competencies will allow the graduate to be able to develop in the field of professional development to work in basic education. "Therefore, the new teacher will have the indispensable competencies for his or her incorporation into the professional service" (DGESuM, 2018, p. 20).

THE NEW MEXICAN SCHOOL

In the first instance, we will refer to SEP (2019), which mentions that the New Mexican School aims to "provide quality in teaching, where the center of comprehensive training are children, adolescents and young people, as well as to promote learning excellence, inclusive, multicultural, collaborative and equitable throughout their training path" (p.3).

The NEM in Basic Education frames the following essential particularities for working with students. The first element is the division of four formative fields, as follows;

- **Languages:** the purpose of this field is to develop a comprehensive education that allows them to understand, interpret, reflect and understand their reality, as well as to communicate with other people in different contexts.
- **Scientific knowledge and thinking:** promotes a scientific attitude, based on a way of questioning, investigating, thinking and interpreting natural and social phenomena and processes in different contexts, from the perspective of school science. This field seeks to take advantage of students' curiosity and interest in knowing and exploring.

- **Ethics nature and society:** it favors the historical understanding of social changes and permanence through time and space, as well as the creation of ethical principles that guarantee coexistence among people, based on human dignity, culture of peace, values, democratic principles, strengthening the sense of belonging to the community and nature.

- **Human and community:** recognizes human life as a continuous process of personal construction, social interaction and effective participation that every person experiences in order to achieve a dignified life. This formative field intertwines knowledge that comes from the reflection on personal identity, characteristics and care required by the human body.

In turn, the formative fields are subdivided into seven articulating axes, which are:

1. Inclusion
2. Critical thinking
3. Critical Interculturality
4. Gender equality
5. Promotion of reading and writing
6. Aesthetic education
7. Healthy living

These articulating axes establish a direct relationship between the planning and evaluation of learning; they represent an ethical perspective to approach the contents of the curriculum and thus avoid inequalities and exclusions that are always intertwined and are characterized by social class, sex, gender, physical condition, ethnic group, among others.

Finally, the NEM proposes a curricular organization by phases, which are divided into six and cover from initial education to the third grade of secondary school.

- Phase 1: Initial Education
- Phase 2: Preschool
- Phase 3: First and second grade of elementary school
- Phase 4: Third and fourth grade of elementary school
- Phase 5: Fifth and sixth grade of elementary school
- Phase 6: Secondary education

Likewise, the following socio-critical methodologies were proposed, aligned to the formative fields that allow teachers to encourage their students to develop cognitive, creative and experimental construction, to be able to use it in their daily lives, “based on diverse pedagogical scenarios and actions that transform the environment” (SEP, 2022, p. 74), promoting participation and problem solving, analysis of the environment, motivating them to carry out activities that challenge them, be inclusive and recognize diversity in each person and society.

- Learning based on community projects
- Inquiry-based learning with STEAM approach.
- Problem-based learning (PBL)
- Service Learning (SL)

Where Service Learning is the socio-critical methodology assigned for the formative field of the Human and Community that encompasses creating awareness about social practices in favor of healthy lifestyles, which include the improvement and implementation of techniques, products and services that contribute to personal and social well-being, same that locates Physical Education since;

“it favors the appropriation of learning from playful scenarios, in which NNA develop their cognitive, motor, physical, expressive, creative and affective potential, while appreciating the importance of coexisting, rela-

ting and collaborating with other people, as a means to enrich their identity and sense of community” (SEP, 2023, p. 9).

The methodology offers the integration of academic study with community service, “so that students develop a sense of responsibility and commitment to the community” (SEP, 2022, p. 83), understanding that students, by developing and obtaining their knowledge and skills, will develop and participate in conjunction with their personal interest and that of their community. Service Learning detects a social need, designs a service as a response and develops the learning required to put it into practice, it consists of five stages:

- Stage 1. Starting point
- Stage 2. What I know and what I want to know
- Stage 3. Let's organize the activities
- Step 4. Creativity on the go
- Step 5. We share and evaluate what we have learned

METHODOLOGY

Hernández, Fernández and Baptista (2014) tell us that the qualitative approach “uses data collection and analysis to refine research questions or reveal new questions in the process of interpretation” (p. 7). The research approach focuses on the study of phenomena in their natural context, with the objective of understanding them from the perspective of the people who live them and explore their complexity and diversity, using data collection through methods that allow direct observation, interview and document analysis, among others. These methods allow the collection of important and detailed information about people's experiences, perceptions, values and behaviors, while systematically analyzing the information to generate deep interpretations and understandings of the phenomenon under study.

It is especially useful in situations in which one seeks to explore complex, contextual and subjective aspects of a phenomenon, as well as in the development of theories and models that explain and describe social and cultural processes. In general, the qualitative approach seeks to understand and explain the complexity and diversity of social and human reality through detailed and in-depth research that values subjectivity and contextualization of the phenomena studied.

According to Ramos-Garza (2020), the scope of the research is descriptive, "it seeks to describe the subjective representations that emerge in a human group about a given phenomenon" (p. 3).

Likewise Czarniawska (2004, as cited in Hernández, Fernández & Baptista, 2014), handles narrative designs, which "seek to understand the succession of facts, situations, phenomena, processes and events where thoughts, feelings, emotions and interactions are involved, through the experiences told by those who experienced them". (p.488).

Interviews, documents (letters, diaries, internet elements -messages or photos on social networks- and electronic -communicated via mobile phone-, etc.), press articles, images, audios and videos, artifacts, artistic expressions and biographies and autobiographies or life stories are regularly used as data collection tools. Sometimes, different evidences from each participant about the approach or phenomenon are considered to develop the individual narrative (such would be the case of analyzing a videotaped interview, produced documents, photographs and personal objects). (Hernández, Fernández and Baptista, 2014, p. 488).

Such information will be collected through the narratives of pedagogical experiences generated by the normalist students of the fourth grade of the Bachelor's Degree in Physical Education, Suárez (2007), points them out as a methodological strategy of research-training-teacher action, where a series of narrative

and autobiographical practices are organized so that participants have the opportunity to tell, along with others, stories about their teaching practice and so that these forms of interpretation of the school world are put into writing, inquiry, deliberation and change. Likewise, the recovery, systematization and conceptualization of knowledge that was acquired and recreated in school practice is attended to, through reflections that allow them to become training devices.

The type of sampling was intentional, Stewart (2014) defines it as one where participants are deliberately chosen according to the characteristics of a population and the objectives of the study. It resides in the selection of cases rich in information. These can be individuals, groups or events relevant to the topic under study.

RESULT

We worked with 24 students of 4th I of the Bachelor's Degree in Physical Education, distributed seven in the Preschool level, six in Primary and eleven in Secondary for the realization of the professional practices, the narratives provided by the students were detached in four categories;

1. Application of the NEM in the internship school
2. Linkage of Physical Education with the subjects of the Formative Fields
3. Realization and impact of the projects; classroom, school and community.
4. Consolidation of the graduate profile based on the NEM.

Once the pedagogical narratives were identified and analyzed, the following key information was systematized for the detection of each previously established category.

CATEGORY 1. APPLICATION OF THE NEM IN THE PRACTICE SCHOOL.

Most of the preschool, elementary and secondary schools were working on projects according to the selected educational field and the PDA, choosing the problem from the School Technical Council sessions; most of the topics prioritized within the projects were: wellbeing, personal care of students, attention to physical, mental and emotional aspects, as well as the application of values and health promotion. The schools that did not immediately join the NEM continued to work on different contents in an isolated manner, because their analytical programs did not show a concrete form so that the teachers in front of the group could design the didactic plan (didactic planning).

It is highlighted the importance that teachers in the Technical Council sessions agreed to identify, carry out and develop the projects, so that the fourth grade students of the Bachelor's Degree in Physical Education had to wait until the CTE session to identify which project would follow, a situation that somehow permeated the review and authorization given by the head of the internship course, since the Normal School had to approve the didactic plans to be developed by the students with children, youth and adolescents.

CATEGORY 2. LINKING PHYSICAL EDUCATION WITH THE SUBJECTS OF THE FORMATIVE FIELDS.

The narratives coincide in aspects such as that teachers continued with traditional classes, not all of them developed projects, the same didactic strategies applied before the NEM were observed and requested. The secondary level students narrate that they, being located in the formative field of the human to the community, same that houses the subjects of arts, technology, tutoring and socioemotional education, showed difficulties

to design and evaluate each project, although time and work spaces were allocated so that the academy could meet, it was difficult to select a project that could involve all subjects, so it was decided by projects oriented to healthy habits, sexual and reproductive health, as well as recycling, alcoholism and drug addiction. Therefore, the projects did not arise from a real problem of the institution, but from the personal interest of the teachers to facilitate the work and comply with the requests of the school management of the various campuses.

In the case of preschools and elementary schools, the situation was different, because the head teachers asked the students to carry out interdisciplinary projects where they worked on the playful aspect, such as traditional games, tournaments, rounds, motor action circuits and involving Spanish, mathematics, English and socioemotional issues with the famous colored monster.

CATEGORY 3. REALIZATION AND IMPACT OF THE PROJECTS; CLASSROOM, SCHOOL AND COMMUNITY.

For the three levels, the following coincidences were identified; not many school and community projects were generated due to the lack of communication between the teachers, except if a teacher had the initiative or the direction was determined to carry them out, but if there was no initiative or indication, they were not carried out. Most of the projects generated for school and community were proposed by the teacher training students because the Normal School requested this requirement, since this was sent in the semester and final report of social service, and when they were proposed, most were accepted, and the students were responsible for coordinating the teachers to carry them out.

CATEGORY 4. CONSOLIDATION OF THE GRADUATE PROFILE BASED ON THE NEM.

The 2023-2024 school year under the NEM allowed teachers in training for the fourth grade of the Bachelor's Degree in Physical Education to experience the new educational model, which from the students' point of view was not 100% applied, since there were schools that continued working with previous models because they did not want to change the ways of teaching, planning and evaluating. On the other hand, the schools and teachers who showed willingness to change generated updating dynamics in the CTE sessions, this allowed our students to get involved and understand a little more the direction of the NEM, there were even students who in their narratives highlighted how valuable the CTE sessions were, due to the organization and development of priority topics that allowed the schools to work their analytical program and detach the didactic plane as it was called to the planning. Among the competencies with the highest incidence of development for students are those referred to; designs teaching and learning processes, evaluates teaching and learning processes from a formative approach, sustains an integral teaching practice by contrasting approaches and methodologies of physical education, designs socio-educational intervention projects and uses the competencies of the initial training of the physical education professional to adapt them to different work scenarios.

DISCUSSION AND CONCLUSIONS

As part of this research, it was possible to identify some of the elements expressed by the students that can help to consolidate the following discussions;

1. Elements that should be contemplated so that physical education can be objec-

tively linked to the free textbooks, since there are projects that are relevant due to their content, but the regular teachers, not understanding them in their entirety, simply develop projects that are easy for them, although they do not solve any problems detected at the classroom, school or community level.

2. The role that the physical education teacher has to play in the NEM, since at preschool and elementary school levels, although physical education is a subject from which much learning can be obtained, it continues to be repressed and omitted by the institutions.
3. The school, based on the NEM, cannot continue to remain as a spectator; it has to link itself with the community through its projects.
4. The way in which the contents are used in different school scenarios, since the primary objective of the NEM is to solve problems effectively and to address the processes through community projects.
5. Knowing what to do in the event of not finding any content or PDA that is related to the need or problem being addressed and how to carry out formative evaluation, which for teachers is still understood or compared to summative evaluation.

Therefore, and to conclude with the present writing, the following is determined; the normalist students of the fourth grade of the Bachelor's Degree in Physical Education of the Normal School No.1 of Nezahualcoyotl, Nezahualcoyotl, Mexico. of Nezahualcóyotl, through their pedagogical narratives, manage to identify that their last grade of initial training allowed them to enter and know the school contexts in a real way, by living 24 weeks of practices aimed at the application of the NEM, being essential to understand the mo-

ments, phases and/or stages of each socio-critical methodology that fits with the formative fields, articulating axes, contents and PDA.

The detection of the problems in the classroom, school and community is essential for the design or selection of projects, it is not possible to start from assumptions, imaginary or comfort of managers or teachers, it is necessary to diagnose effectively to be able to identify the project and the temporality in a collegiate manner. The experience of real conditions during the internship allows the students to consolidate their graduate profile and to identify that the problems faced are a reason to self-regulate their learning, reflect and criticize actions that build their figure as physical educators, since it is clear that in ba-

sic education schools, physical education teachers are not well regarded, due to the role they play and develop, having little commitment to the motor education of children, adolescents and young people.

Likewise, it is concluded by the students that there is still much to know and learn, since there will always be changes in educational models, educational contexts will not always present the same working conditions and especially working environments are different, even if they belong to the same school zone, locality or municipality, so you should always have a reason to continue growing as an education professional.

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