

# Systematization As A Methodology In Teaching Practice And Its Link Within The Teaching-Learning Process In Early Childhood Educators

Xiomara Paola Carrera Herrera<sup>1</sup>, Patricia Maricela Beltrán Guevara<sup>2</sup>, Bertha María Villalta Córdova<sup>3</sup>, Mariana Angelita Buele Maldonado<sup>4</sup>, Miury Marieliza Placencia Tapia<sup>5</sup>

<sup>1, 2, 3, 4, 5</sup> *Universidad Técnica Particular de Loja - Edufam Research Group*

<sup>1</sup>[xpcarrera@utpl.edu.ec](mailto:xpcarrera@utpl.edu.ec)

<sup>2</sup>[pmbeltran@utpl.edu.ec](mailto:pmbeltran@utpl.edu.ec)

<sup>3</sup>[bmwillalta@utpl.edu.ec](mailto:bmwillalta@utpl.edu.ec)

<sup>4</sup>[mbuele@utpl.edu.ec](mailto:mbuele@utpl.edu.ec)

<sup>5</sup>[mmplacencia@utpl.edu.ec](mailto:mmplacencia@utpl.edu.ec)

## Abstract:

The students of the Early Childhood Education career of the Universidad Técnica Particular de Loja in the distance modality present some different characteristics to other students; and its main difference is the time in contact with the teacher and with the reality that surrounds him; There is no doubt that the distance education system requires more discipline, self-control and dedication; for this reason we have considered the Systematization process as part of the methodology in their teaching practice work. The systematization of practices will make it possible to approach reality and assimilate the knowledge provided by the guide teachers who transmit their knowledge that the student is experiencing within their educational practice. It is therefore; need to carry out the study that will allow us to analyze the main pedagogical practices by rescuing significant experiences for each of the students of the 5th cycle of the initial education career who applied systematization as a work methodology. The research was carried out on 55 students of the Early Childhood Education Career in two academic periods. The systematization process of educational practices will allow the student to analyze and evaluate the results of her teaching practice based on the analysis of the stages of the didactic process, activities and resources as elements of the class plan to reorient, base and innovate her professional performance, fundamentally to the integral formation of the students. In the practice scenario, the relationship of interdependence and continuous feedback must prevail, where concepts and practices are combined in the learning experience and development of skills of the future educator. In this sense, the disciplinary and the pedagogical keep reciprocity while the perspective

**Keywords:** systematization, educational practice, early childhood education.

## Introduction

The work of systematizing is important because it guides the student and the teacher to update and transform their practice; With systematization, comprehensive training is achieved, followed by training self-critical and innovative teachers who train themselves. Systematization involves

growth as professionals in teaching and as human beings; since, they detail experiences where we find multiple strengths as shortcomings.

From this base, the CES refers that the systematization of action-research practices must be carried out: "from networks and conceptual systems that favor innovation

and development of proposals for the solution of problems" (2016). The systematization process is an activity of elaboration of knowledge from the reflection and understanding of the educational practice; whose fundamental objective is the improvement of its actions. From this perspective, theory and practice are articulated, the "dialogue of knowledge" is made possible and the interaction between those who participate in the educational processes is favored.

In addition, it can be pointed out as a way of ordering and organizing knowledge from practice; to reflect and redirect action. A way of recovering the memory of the experience from theoretical reflection. Thus, the search for theoretical information on relevant aspects for systematization is required.

Jara (1994) points out that systematization is that critical interpretation of one or several experiences, which, from its ordering and reconstruction, discovers or makes explicit the logic of the process experienced, the factors that have intervened in said process, how they have been related to each other and why they have done it that way (p.90). In this way, this type of investigative exercise allows the teacher to think, reflect and review his capacity and his true potential as a producer of knowledge based on his own experiences in the workplace.

Marais and Meier (2004) state that the term teaching practice represents the range of experiences to which student teachers are exposed when working in classrooms and schools, furthermore they state that furthermore they argue that teaching practice is a challenging but important part of the teacher training.

The teaching and learning system, which promotes student inquiry, reflection and analysis, is implemented based on the interrelation between institutional principles, the National Curriculum and various methodological strategies that are worked on in the different subjects. This is how the training of students is conceived through work with knowledge, values and skills that allow access to the understanding of reality, which is consistent with the knowledge, skills and attitudes proposed by

the Curriculum Bases. The practice is made up of four actions: development of argumentation, self-learning techniques and inquiry methodology, which consider permanent evaluation as a fundamental and transversal element to them.

Systematization is a reflective organization of an experience as a permanent process, through the accumulation of information and knowledge. It can be seen as the link between practice and theory, or a conceptual interpretation of practice, the results of which should serve as a basis for further analysis. That creates a logical connection between the practical process, its context and the theoretical premises on which the experience is based.

What differentiates systematization from other forms of interpretation or qualitative analysis is that it presents the participatory aspect as its main characteristic. Through the systematization of experiences, the researcher and the actors directly involved aim to understand a social process from within, drawing on the dynamics of the experience to understand the reasoning behind the processing itself and the factors that influence it.

Systematization is, therefore, a critical interpretation of experiences, which, through organizing and reconstructing all the elements, brings to light the logic of knowledge. The systematization methodology encompasses the identification, documentation and transfer of key experiences and lessons learned from a project or initiative, for the purpose of promotion, learning, replication and expansion.

The systematization does not end with the description of the experience and the results, but rather implies a deeper vision of how it was possible to achieve what was achieved: what worked and what did not? What were the key factors for success? What could have been improved?, different and why?, to facilitate the exchange and use of solutions for an improvement in their teaching performance. It also allows getting involved in the educational context where teaching professionals work, through exploration processes that will allow them to approach

the educational reality. In addition to assuming with ethical responsibility and a critical attitude, the development of the practice, through analysis and reflection.

The student-teacher will participate as an actor in their human development and their environment; the systematization process will achieve, evaluate the results of the teaching practice from the analysis of the stages of the didactic process, activities and resources as elements of the class plan to reorient, base and innovate their professional performance, fundamentally to the integral formation of the children in their care.

**Methodology**

The research is of mixed descriptive type, mainly an exploratory research, it is used to understand the underlying reasons, opinions and motivations. The systematization of educational experiences in the classroom is based on a systematization-action approach, so that the inputs of your own educational work can be used to order and enrich the practice in the classroom, as well as in the educational institution. This approach considers that the teachers are the protagonists of the educational experience, they as such must lead the systematization processes, interpreting their experiences and putting them in writing so that they are not lost. In addition, the biographical account was used, telling some important aspects of his personal and professional life that contributed to his admission to study the career of early childhood education. The study will allow us to analyze the methodology of systematization in the pedagogical practice through the rescue of

significant experiences, which allow building a new process, analyzing the achievements and difficulties in order to face the new educational challenges. The research was carried out with 55 students of the Early Childhood Education Career in the periods April-August 2021, October 2021-February 2022.

**Results**

First, we proceeded to analyze the biographies presented by the 15 students, in which they point out that in form of carrying out the internships in the early childhood education centers, the vocation for teaching increased and the attention with quality, warmth and strength improved to the boys and girls of sublevels 1 and 2. Achieving their motivation that originates from the same family with parents who have often dedicated themselves to teaching, overcoming challenges such as giving priority to children and spouses, dedicating the greatest effort and sacrifice to study, in this life cycle I have learned above all from the curriculum that we must educate under the methodology of critical pedagogy, the same one that presents us with the educational panorama as first the knowledge that is implicit in the skills and second the values, achieve doing in this way significant learning in boys and girls and above all that they manage to perform in real life.

As a second part, a self-assessment was carried out, in which important information was recorded from the point of view of planning and putting the class into practice (Table 1 and 2).

**Table 1:** Phases of the classroom practices and their execution

	<b>Very frequentl y</b>	<b>Fre que ntl y</b>	<b>Oc cas ion ally</b>	<b>Rar ely</b>	<b>Neve r</b>
a. Planning					
1. I know the initial education curriculum of Ecuador	20%	40%	20%	15%	5%
2. The planning was carried out based on the curriculum	80%	20%	0%	0%	0%

3. investigate reliable sources to carry out the planning	0%	0%	100%	0%	0%
4. I consult strategies of teaching in relation to the proposed class	0%	50%	50%	0%	0%
5. I carry out the planning with creativity	20%	40%	20%	15%	5%
6. I consider that planning is fundamental for the realization of the class	90%	10%	0%	0%	0%
7. If I difficult when planning	60%	0%	0%	0%	0%
8. The activities I plan are in order and comply with the times	90%	10%	0%	0%	0%
9. Choose an integrating element that starts from the interests of the kids.	0%	0%	60%	20%	20%
<b>B. Execution of the practice</b>					
10. Start with a motivation regarding the subject of learning.	90%	10%	0%	0%	0%
11. I feel tense when executing the class	0%	0%	60%	20%	20%
12. uncomfortable when there are people watching my class	90%	10%	0%	0%	0%
13. I know it difficult for variations from one activity to another.	90%	10%	0%	0%	0%
14. Used methodologies that are applied in each environment.	0%	0%	60%	20%	20%
15. I don't have time to carry out the evaluation.	20%	40%	20%	15%	5%
16. I use sheets to apply the evaluation.	20%	40%	20%	15%	5%
17. I manage to control the discipline in the classroom	20%	40%	20%	15%	5%
18. I enjoy doing the activities with the children.	90%	10%	0%	0%	0%
19. I allow the teacher in charge to provide feedback on my actions in practice.	90%	10%	0%	0%	0%
20. I recognize the attitude of the children towards any activity that I am unable to carry out.	90%	10%	0%	0%	0%
21. When there is an altercation with the children, I can handle the situation without any problem.	90%	10%	0%	0%	0%

In addition, the 15 students carried out the analysis of the systematization of the practices with the help of a matrix that made it possible to demonstrate the work carried out in each of the 12 classroom practices and the planning carried out.

**Table 2:** Internship systematization matrix.

<b>Name of the practice:</b> <b>Duration of the practice:</b> <b>Objective:</b> <b>Place and date of the practice:</b>						
<b>Expectation before starting the practice</b>	<b>Relevant activities in the didactic process</b>	<b>Methodology applied in the practice</b>	<b>Resources used</b>	<b>Results achieved in the teaching-learning process</b>	<b>Discomfort presented in the teaching practice</b>	<b>Aspects that can be improved in practice and new activities proposed.</b>
Feelings before starting the practice	Describe the most significant activities that I carry out in the practice.	Explain what activities were carried out	Describe what material resources were used	The results achieved were positive or negative	What setbacks did you encounter that you did not do again?	What would you improve about your practice? And possible activities to carry out against this practice.

In the first matrix, 12 didactic unit plans are displayed, the same ones that were elaborated during the teaching practice, of which, in all planning, it is observed that there is a great need to create comprehension performance criteria in the students. Given the above, "the teacher is a key to facilitating and creating scenarios that promote significant learning." Therefore, you must become familiar with strategies that allow you to manage self-learning, such as: individual study, search and analysis of information, essay writing, individual homework, project development and research" (Fonseca and Aguaded, 2007).

Under this premise, it is relevant to carry out an appropriate follow-up and for purposes clearly aimed at improving educational quality with activities that motivate children and students. This planning work of the teachers was of great value because it allowed the analysis to compare the theory investigated with the practice and thus determine strengths to improve and weaknesses to strengthen in the didactic process.

As a second part, a matrix of strengths and weaknesses in the formation of teaching practice was executed (Table 3).

**Table 3:** Matrix, strengths and weaknesses in the formation of teaching practice.

<b>Criteria to be observed</b>	<b>Strengths in teacher training</b>	<b>Weaknesses in teacher training</b>
<b>Approach of activities based</b>	Planning carried out and executed	Confusion when planning activities in the phases

<b>on their structure</b>	Existence of online courses on curricular planning provided by MINEDUC	Non-participation in curricular update online courses
	Profiles suitable for the need	Profiles that have not been located in the appropriate sublevels
<b>Articulation between the phases of the process and the activities, resources and evaluation</b>	Management of resources in relation to the activities	Select the resource not suitable for the assigned activity
	Use the text as the first guide for the implementation of skills.	Little use and analysis of the guide for the implementation of the curriculum.
	Efforts and will to provide material to motivate the classes	Use of undefined material of the year or age of the student
<b>Relationship between the elements of the curriculum and the skill with performance criteria</b> <b>Ignorance elements</b>	Knowledge of some learning theories	of the articulation and of the of didactic planning
	Support among peers and tutors to promote appropriate activities in the teaching-learning process	Shape activities based on the teacher but not on the student

## Discussion and Conclusions

In conclusion, systematizing also offers the teacher satisfactions such as verifying that their knowledge exist socially and that with their daily practice makes significant contributions in the field of education at the local, regional and global levels. But, before fully addressing the systematization of educational experiences, it is essential that teachers first put in print, that is, write down, their most significant school practices and share them with their academic peers.

In the analyzed and systematized plans, with respect to the construction of activities and resources, it is necessary to articulate and out, on each of the skills, in addition to publicizing the policies dictated by the Ministry of Education for the Initial Education curriculum. Despite the efforts and updates experienced by the teachers, the need to renew the pedagogical practice with activities that require open spaces for autonomy and decision-making that facilitate the development of logical thinking and creative thinking is clearly

evident. that is, that they promote the development of capacities, attitudes, values, experiences, knowledge.

One of the strengths is the articulation of the phases of the didactic planning with the activities, resources and evaluation, despite the fact that the latter are mostly not appropriate to the activity, it is visible that these are built according to the teacher, but not depending on the student. It is necessary that in the planning the correct application of the resources is strengthened, since these call the attention of the students and motivate them to their learning.

The relevance of systematizing and capturing the experience of teaching practice, to start from there with a reflexive analysis that does not stop there, but that allows me to innovate and improve teaching work with the sole objective of improving student learning, seen from The results could innovate with the application of appropriate strategies in learning environments as well as in study circles or training on the subject of microcurricular planning at the internal

level of the Educational Institution where the students carry out their practices and also as part of the career. of Early Childhood Education.

### **Bibliographic references**

1. Álvarez, LMB, & León, MI (2011). Systematization of a pedagogical experience: the training of the university professor. *University Pedagogy*, 16(1).
2. Carrillo, AT (1988). The systematization of educational experiences: reflections on a recent practice. In *Third American and Caribbean of Sociocultural and Community Development Agents*.
3. Reserves, AMG (2006). knowledge-generating practices. *Education and the city*, (11), 71-88.
4. Escobar, LF, & Velasquez, JER (2010). The systematization of educational experiences and their place in the training of teachers. *Aletheia Magazine*, 2(1).
5. García Cabrero, B., Loredó Enriquez, J., & Carranza Peña, G. (2008). Analysis of the educational practice of teachers: thought, interaction and reflection. *Electronic Journal of Educational Research*, 10(SPE), 1-15.
6. Iovanovich, M.L. (2007). The systematization of teaching practice in youth and adult education. *Ibero-American Journal of Education*, 42(3).
7. Morse, J.M. (2005). critical in qualitative research methods issues. *Publications of the University of Alicante*.
8. Velasquez, AMQ (2011). Design of qualitative research projects. *Trends & Challenges Magazine*, (16), 313-316.
9. Velasquez, AMQ (2011). Design of qualitative research projects. *Trends & Challenges Magazine*, (16), 313-316.
10. Zabala, A. (2011). Criteria for improving educational practice. *Classroom of Educational Innovation*, 198, 13-16.