

REALITIES OF A NOVICE TEACHER

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ABSTRACT:

This article will discuss the experience of novice teachers in the period of teaching practicum, those contexts we faced and from which we learned, the reality of the practicum as teachers as a part of our professional preparation, and the lessons that all this process gave us and helped us grow as foreign language teachers.

INTRODUCTION:

In the life of every professional in education, while it is establishing, the moment of teaching a class will come inevitably and the teacher in training will have to face that reality, this could be a traumatic experience, in some cases disappointing or in contrary a motivating one or the teacher, but yet that experience will be a new opportunity for making a good labor as a teacher. This experience will bring new learning by getting us close to new contexts both the one from the institution in which we will work and which the classroom will bring; principally the one that our students deliver and the one provided by the teaching assistant. For all this, the space of practicum is useful for our complete formation as teachers and a mutual learning experience.

THE CONTEXT:

It is curious that the context influence in our way of thinking as teachers and during the process of teaching practicum, the teacher in training faced numerous factors that influence in the scholar context, one of those is the relationship with the teaching assistant. In occasions the counseling of the teaching assistant is very supportive, since he/ she supervises the classes of the training teacher but he / she does not interpose his ideas and his methodology.

As teacher in training and teachers prepared in a new generation and for a new generation, we are loaded with new ideas, new methodologies and new philosophies of teaching, but what happens when we face in our first class as novice teachers and we have the support of a teacher who wants to impose his teaching style that in many times it is a traditional one, which is known by the characteristic of the teacher who knows everything, the teacher who only can manage knowledge, in this case, the teacher in training with few experience, not to say without experience, is involved in a conflict as his process of formation is affected by the relationship with the training assistant, many practitioners teachers have gone through this situation as they manifested in the first meeting of pedagogical practice “Las Voces de los maestros en formación” in Universidad de Nariño. On the other hand, it was also stated how motivating was to work with the teaching assistant, since they encouraged, helped and guided the practitioner in a suitable way so that their practice process be a period in which he matures as an independent and innovative teacher in spite of the supervision and guidance of the assistant.

It is important to consider that our experience was particular since we decided to carry out our teaching practice in a rural institution of our municipality, located in the Genoy village. The experience was very special and enriching because we knew different conditions that the students of a school could have and the most special thing was that they received us in the best possible way. Initially, we were to do the practice in the I.E.M Francisco de la Villota, but we were assigned in 2 of its centers, the one of Charguayaco and the one of Villa Maria, from which we learned a lot.

LEARNING ENGLISH AND SPANISH.

The reception in the institution was unexpected since the foreign language practitioners in that place are null, and they did not expect that a support would arrive in those areas. In addition, in the establishments where the teaching practice was developed, the head teacher took care of all the subjects, making it difficult to focus on one of such a complicated development, such as English. For this reason to be able of count with a “specialist” in the subject, our work was truly well valued.

The students of the places where we were enjoyed at all times the classes that they could have of the English language, they were motivated and also took advantage of what they learned. For this reason, our work in the institution was important and it was possible to take advantage of academic and extra-academic spaces in a good way to strengthen this subject.

In our practice we developed 2 extra class mini projects each referring to both Spanish and English, in total there were 4 projects that we worked in our practice but here we will only mention 2. Starting with English, a space was provided for the creativity of the students in which they had to make a comic in English using some of the subjects treated in class, this was wanted to be done because it allowed the students to use the computer room for the realization of the comics and this motivated even more students and helps to improve their learning because the affective factor influences this. As Krashen (1983) states, emotional factors influence learning and acquisition processes in a good or bad way, and when the affective filter is reduced in the student, learning a new language will be more meaningful. Therefore, when students do something they like and enjoy, they will learn in a better way the content taught. Regarding Spanish language, several subjects related to the study plan of the students were worked out, but the ones that were highlighted were the ones that were discussed in the extra class mini project, on the one hand the oral discourse was worked, since according to Salvador (1996). In children's education they do not take into account oral skills for teaching, they demand the students their competence as if they were arrived at naturally, by the simple fact of speaking, in most schools the point of maximum attention always has been the written language, leaving aside the oral competence, which is very important for the satisfactory development in the teaching of the child. The functions of oral language: One of the functions most evident from a social point of view is that language allows communication between people in a way that becomes a useful instrument of

socialization, while serving to meet basic needs, to express feelings, to regulate the behavior of others.

From an individual point of view, oral language is an instrument of codification of thought. It allows organizing and helps reflection and conceptualization. The exercise of this function has enormous repercussions on the cognitive development of the individual, since it advances the higher mental capacities involved in the learning processes, such as abstraction, the capacity for analysis and synthesis, the capacity to represent people, objects and situations beyond the "here and now"; In the words of Luria (1980).

It is also important to foster communicative ability in students since it is related to cognitive development, because students begin to organize their ideas before speaking, they begin to reason for quick and practical answers within their oral discourse, they will finally speak in a more organized, coherent and rational way.

In the same way, oral discourse is a "tool for the development of abstraction and conceptualization. With the help of language, the child relates to the environment, understands and apprehends it. It gives you shape. In performing its actions, it observes reality, discriminates its qualities, establishes categories, generalizes and elaborates concepts. Conceptualization is one of the fundamental mental operations necessary for all learning". Salvador (1996).

Due to the importance of oral speech in children, the objective of this mini project was to create a space in which students can develop this ability, it was wanted to promote activities to give importance to this ability in the school context since it is not Is built alone as many teachers believe because it is constructed methodologically and consciously.

REALITY OF TEACHING FORMATION:

As practicing teachers, in our case of the licenciatura en educación básica con énfasis en humanidades lengua castellana e inglés, the shock at the beginning of the practicum is strong because our program starts practicum in the ninth semester, very advanced in the career, at Contrary to what other programs manage, taking into account that the practice for their teachers in training begins from approximately fifth semester, half the career, and with the great advantage that before starting to dictate classes they start with a process of

observation which provides essential assistance in their training as teachers. We thought that all the teaching programs shared the same modality of practice, but when attending the 1st seminar of pedagogical practice " Las Voces de los maestros en formación" we realized that the thing was different, many of our "colleagues" commented on their experiences and we learned that practice in other programs starts from observation; Nevertheless it is still difficult not to crash with the reality of facing a course and dictate our class.

As we mentioned before, even though the reception in the institution was the best that we could expect, there was always the feeling of nervousness that comes with facing a new reality in our teaching life much more considering that in our program this was the first approach to the real context of education; As mentioned before, this occurs in the last year of the career.

In this process many realities are lived, which are not known until the moment of living them, for example, during the career many theories and methodologies are studied that we can use in the classroom, at that time everything works because it is only theory, since external factors are not taken into account which emerge from the Colombian educational system. One factor is the fact that a teacher works with a group of 30 or more students, or that a teacher be in charge of a group of students of different grades in the same course, such as the escuela nueva. At university we look at these cases but in theory, in this case, everything works. One of the realities experienced by a practicing teacher is to confront these contexts without the necessary experience and of course that is a reality, which is frustrating but as teachers, and above, as human beings, we must find a way to manage educational realities.

SOME CONCLUTIONS:

As novice teachers we believe that our labor in the first approach to the scholar context and during the period of teaching practice is to teach our students and of course, it is the main aim, but at the end we realize that in that process we also learn from our students, considering that in the first day we are one teacher but in the last we are completely different. He who is immerse in this teaching profession will realize the importance of our work and the importance of be a reflective teacher.

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