

Incidence of the process of professional practice in the dimensions of teacher training of students of pedagogy in physical education

Incidencia del proceso de la práctica profesional en las dimensiones de la formación docente de estudiantes de pedagogía en educación física

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Abstract

The present research deals with the incidence of professional practice in the dimensions of teacher training of students of pedagogy in physical education belonging to the University of Playa Ancha. The professional practice is a space where students reinforce the knowledge, skills and attitudes developed in the training process, for which they must put these capacities in action against real life situations, resulting in the strengthening of the teacher training. The methodological framework is attributed to the Phenomenological Hermeneutic paradigm with an interpretive design using semi-structured interview and discussion groups as instruments of data collection. The main results show that the professional practice process has a major impact on the personal dimension of students, which shows that the experiences during this process are related to actions associated with affective, value components and the teaching role that allow them their normal and optimal performance in this stage of their teacher training.

Keywords: professional practice, physical education, dimensions of teacher practice.

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Resumen

La presente investigación aborda la incidencia de la práctica profesional en las dimensiones de la formación docente de estudiantes de pedagogía en educación física de pertenecientes a la Universidad de Playa Ancha, Valparaíso. La práctica profesional constituye un espacio donde el estudiante refuerza los conocimientos, habilidades y actitudes desarrolladas en el proceso de formación, para lo cual debe poner en acción estas capacidades frente a situaciones reales, generando como resultado el fortalecimiento de su formación docente. El marco metodológico se adscribe al paradigma Fenomenológico Hermenéutico con un diseño interpretativo utilizando como instrumentos de recolección de información la entrevista semi estructurada y los grupos de discusión. Los principales resultados dan cuenta de que el proceso de práctica profesional tiene una principal incidencia en la dimensión personal de los estudiantes, lo que da cuenta que las experiencias vividas durante este proceso guardan relación con acciones asociadas a componentes afectivo, valóricos y del rol docente que les permiten su normal y óptimo desempeño en esta etapa de su formación docente.

Palabras clave: práctica profesional, educación física, dimensiones de la práctica docente.

The present investigation focuses on the professional practice process in students of Physical Education Pedagogy considering as corpus, the teachers' appreciations and insights while living the last stage of their professional training.

The main purpose of this study is based on understanding how the professional practice process influences the dimensions of teaching training, considering that the development of the professional practice integrates a series of activities that activate the skills the student should accomplish at the end of the process.

Because of this, the research has been developed under the Phenomenological Hermeneutic paradigm within an analysis process under an interpretative design. Data collection instruments consist on semi-structured interviews, that is to say, "interviews with a certain degree of flexibility regarding format and order, and also on the terms of implementation of it for the target people" (Bernal, 2010). The discussion group aims to "the explicit use of the group interaction in order to obtain data and ideas, which otherwise, would be hard to obtain without this interaction" (Morgan in Flick, 2007). These tools will allow to promote dialogue opportunities generating data to answer the object of study.

Evidence on how the professional practice influences different dimensions on the teachers' training process is expected to be found, considering that this could contribute to the valorization of this stage, establishing also ideas about the articulation of it in teaching instruction models.

Foundation of the Problem

Teacher's training process is undergoing a series of transformations due to the new policies regulating the career, emphasizing the importance of the impact of the teacher in the classroom in accordance with teaching and learning processes of the students.

As a consequence, the need of having teachers with high performance standards has changed the idea of the training process, questioning the value of the integrated skills and the required competences in the instructional processes for an optimum performance in the school system, having the opportunity to test the acquisition of these competences in the professional practice context.

Given this context, understanding the importance of the axis intervention when training a teacher, professional practice has been considered as a key milestone and thus, the students' perceptions regarding the dimensions of teachers' training will allow a closer approach to an experienced reality, ensuring through the intervention of the previous training processes, the improvement of the current conditions in which the students develop their professional career.

Through this data, the value of the present research is to show the meaning of the professional practice as a closure of the teachers' training, exposing as well, the experiences, expectations, weaknesses and strengths of the students of Physical Education Pedagogy at the University of Playa Ancha. On the other hand, it is considered significant to understand and analyze the process, since it is the last stage of undergraduate university instruction, meaning that the found evidence could contribute to build the immerse reality of the teachers' instruction, understanding the professional practice as the climax of the preparation process of the teachers.

In the light of this, professional practice constitutes the object of study of this research, which could be of great benefit to harmonize the instructional processes, unveiling the multiple aspects intertwined in order to demonstrate what has been learned in the field.

Theoretical Background

Teacher Training Process

The teacher training process is understood as the achievement of competences for students and all of the involved community to generate a process which permeates everyone beyond the experience of the university classroom. To be able to understand how to act on certain situations it is important for the teachers' training process to integrate the participation of the students in different areas, such as science, arts, culture and vulnerable social sectors, giving the students experiences which allow them to develop in several professional areas in education.

Teachers' training is an integral process, since it allows to build a new construction, as well as critical learning of theoretical basis, methodologies and practice, to then materialize it in the professional field. In addition, it is also a permanent and continuum process that considers not only classroom experiences, but also the personal background and how it affects people. In this sense, formal university education is particularly special, since it is the place where the teacher will set and acquire the role of the teacher. Regarding this, we speak about teacher identity, which can be understood as "the result of the interaction between personal experiences and social, cultural and institutional environment of teachers, in which they participate daily" (Vaillant, 2009).

Thus, teachers' training is connected without a doubt with cultural, social and political aspects of the contexts, which is why educational reforms must be able to contextualize these elements according to the reality of what students are facing. Because of this, and everything surrounding teachers' instruction in Chile, considering also the critical interest to which it has been exposed, educational authorities from democratic governments, in different ways and with different aims since the 90s, have developed several programs, innovations and studies showing that the teachers' training has been insufficient for a quality performance, confirming the weaknesses from an educational instruction disconnected from the school contexts in which they will exercise in the future (Ávalos and Matus, 2010).

Dimensions of the Teacher Training Process

When considering instructional practice as a complex branch of components, relations and interactions, it is necessary to consider dimensions which can be emphasized in the instructional process, for its analysis and reflection. For this purpose, Fierro et al. (1999) and Fierro & Contreras (2003) propose these dimensions for the teaching training process.

Practical Dimension. School constitutes an organization in which teachers' practices develop, being the most important scenery to acquire knowledge, learn rules, habits and traditions of the trade. In this sense, that the role of the teacher is related to the process in which it guides and leads acquisition of the individual and collective learning of the students, enabling access to knowledge and thus, to the different tasks carried out in school. Professional practice has all of the resources that teachers require to execute their choirs.

Personal Dimension. Teachers must reflect on their own duty been able to analyze their past and give new meaning to their present in order to build their future, analyzing their personal history with their professional career, linked to the vocation who took them to make the decision of becoming a teacher. In this dimension, the teacher relates with the different actors intertwining in the education field: students, other teachers, principals, parents and educational assistants, since they possess a diversity of characteristics, beliefs, attitudes and interests that affect the daily duty.

Didactic dimension. This dimension refers to the role of the teacher as a moving agent, orienting and directing others through the teaching-learning processes, guiding relationships with the students and collective knowledge, for them to be able to build their own knowledge. Thus, the function of the teacher instead of transmitting, is to ease the learning construction of the students in the classroom.

System of values dimension. Professional exercise involves a set of values, in which each teacher manifests beliefs, attitudes and judgements in all areas of the field. The analysis of this dimension emphasizes the ways of solving conflicts and the opinions about several topics from the teachers' perspective. It implies to reflect about personal values, especially about those related to the professional exercise, and the influence of these values when put into practice. In essence, teachers show their visions of the world, ways of appreciating human relationships, knowledge, guidance and teaching situations, constituting a formative experience.

Pedagogical professional practice

Pedagogical practice is a milestone in the closure process of teachers' training, contributing to strengthen the required skills, allowing an approximation to the educational reality, testing the teachers' abilities in educational situations which resemble reality. In this way, professional practice is conceived as "the axis which articulates every curricular activity of the teachers' training, theory and practice. Its objective is to allow a gradual approach of pedagogy students to the professional work, at the same time, easing the construction and internalization of the teachers' role" (Ávalos, 2002). This process, understood as an ideal setting to test the skills of future teachers, "must be present since the first years of early teachers' instruction, in company of a supervisor who contributes to develop a critical and reflexive performance since the beginning of the process" (Barbosa-Rinaldi, 2008).

For Sacristán (1988) pedagogical practice is "an action oriented with a subject who has a fundamental role as an agent inserted within the social structure". According to this, pedagogical practices have a dynamic component (motifs and social and personal intentions making education meaningful), a cognitive component (consciousness of the actions) and beliefs and knowledge (cultural capital of the teacher).

From this perspective:

"Pedagogical practice" is a term pointing to procedures, strategies and practices which regulate interaction, communication, exercise of thought, speech, vision, oppositions and dispositions of the actors in school. Knowledge regulation refers to the decontextualization – ideological re contextualization of the knowledge generated in the field of intellectual production" (Díaz, 1985, in Larrosa, 1995).

For this reason, a teacher in process requires spaces in which theory and practice meet, , articulating the knowing, doing and being of "the person" behind the teacher, allowing a restatement of the conceptions and actions, as well as the realities in which it is immersed (Villarini, 2008). Pedagogy is considered as a theoretical-practical activity, searching to promote human development, organized around constructs which express goals that respond to ideals of the human being and the society, arisen from the cultural community in harmony with scientific knowledge about the nature of human species.

As a result, pedagogical practice is integrated as a formative milestone, which articulates actions and knowledge belonging to the teachers' field, being "a methodological proposal which will help to promote the interaction between theory and practice, knowledge and knowing what to do, consolidating an opportunity to break fragmentation of the knowledge on initial instruction of physical education" (Barbosa-Rindal, 2008).

Pedagogical Instruction at University of Playa Ancha

The University of Playa Ancha is a public institution of renown career regarding teachers' instruction of several areas of knowledge. One of the main characteristics of this university is the commitment to the development of Valparaiso Region, besides having a consolidated personal emblem which

distinguishes it and projects it into the future with social engagement, promoting a more inclusive and democratic society, revealing a true social call.

The educational project has principles and values oriented in two transversal axes: social responsibility and institutional sustainability, articulated in four institutional areas: teaching, investigation and creation, connection with the environment, and institutional management. Its educational model is linked with new methodologies which allow teachers to focus their attention in the student as a person and their knowledge acquisition over the contents, putting into practice flexible and creative strategies, which enhance problem solving, meaningful learning, sustained in a conception of the human beings, of these characteristics: reasoning ability, consciousness of one's own singularity, ability to self-determine, sociability, freedom and transcendence.

Currently, and within the context of improvement of professional training processes, University of Playa Ancha was awarded with a Performance Convention in teachers' Training (UPA 1203), with the main purpose of

accomplishing a substantial change in the process of teachers' training at the University of Playa Ancha, Faculty of Educational Sciences, through the development of high standard professional competences to provoke remarkable changes in the learning quality in classrooms, particularly, in vulnerable areas.

Based on this statement, all of the pedagogical processes developed in the classroom have been reorganized and restructured under the logic of committing the student with the instructional process, turning them into agents of knowledge, and the teachers, mediators of the process.

Under the new teachers' training policy, the Faculty of Sciences of Sports and Physical Activity (FCAFD) posed a graduated profile involving essentials skills for the development of the future teachers of the field, making all of the areas of the teachers' formation explicit, considered from the vision of the educational project of the university, integrating values, attitudes and productive skills with the stamp of the institution. The latter is contained in the next paragraph:

Physical Education teachers from the University of Playa Ancha are renown professionals who stand out for their responsibility, commitment, perseverance and proactivity, according to the ethical and moral values of society. They are professional from the education field who know how their students learn, and are able to develop coherent strategies according to their appreciations. They respect individual differences, promoting inclusion among their PE students. Also, this professional knows the current framework for the subject. They design and execute didactic strategies and assessments according to the area to achieve the goals and expected learning purposes, creating an appropriate environment for the lesson. These teachers are capable of critically revising their own practice through reflection and collaboration of their pedagogical duty, promoting thus, continuous instruction. They promote the practice of sports and a healthy life style in all levels of the school and community system, developing lifestyle and hygiene habits in school students and the population in general. They foster processes related to physical activity and sports, as well as generating manifestations which are proper of the historical-cultural heritage, as a medium for social development (FCAFD, 2014).

This statement articulates with FCAFD's vision of contributing to the nurture, increment and transmission of physical activity and sports sciences, with the purpose of contributing to scientific, technological, social and cultural development of the region and the country. Thus, they expect to project their academic endeavor within the continuous instruction of the students and professionals of the area, in the fields of education, physical activity, recreation and positive impact in the welfare and life quality of those who integrate our society. In this context, the mission is oriented towards the instruction of under and postgraduate students, developing cognitive, procedural and attitudinal skills, sustained in the disciplinary knowledge, values, integrity and social responsibility, contributing to the region and country with a highly specialized human capital, in research and professionally speaking.

FCAFD provides most of the educational experiences to the students, however, the axis of the practical instruction is guided by the Practice Department of the University of Playa Ancha, which organizes professional practice, including the early ones, during teachers' instruction. Professional practices are managed by this entity, categorizing students in different times, according to their level, and thus, to the contents and integrated skills required for the specific program.

Under this view, the former curriculum of this major, Physical Education, had 3 early practices (Vise I-II-III), plus, professional practice as closure for the process. Innovated curriculum (since 2014) organized under the concept of skills, organizes the major with a practice axis with subjects in the classroom and in the field during the 9 months of the instruction, accomplishing an integrative purpose of the acquired knowledge, manifested in the professional practice of the educational institution. In this way, students are constantly making a connection between what was been learned, putting it into practice on each stage of the training process.

Methodology

This research appoints to the Qualitative paradigm, based on the principles of the Interpretive Hermeneutic model, since the nature of the phenomenon implies a deep approximation to the reality, understanding that the actors build reality from their ideas and the given meaning to them. This paradigm emphasizes that "there is no single truth, rather, it emerges from the different meanings that people give to the situations in which they are immersed" (Briones, 1999). From this perspective, the Interpretive Hermeneutic model underlies from the relationship between the exposed narration by the participants and their deep sense, flowing for its interpretation and analysis of the subjectivity and empathy of the researcher from the phenomenon under observation.

This paradigm is sustained on an epistemology which assumes a conception of social phenomena as constructions of meaning and internal symbols elaborated through language, because reality would not be a static object, but rather a social construction of meaning, with as many perceptions as number of individuals building it "validated by rigorous non-standardized procedures" (Taylor & Bogdan, 1996), explaining why "it is important for this type of research to consider the intervention of the researcher in social interaction, as well as the effects of this on social relationships and the answers from the people who are participating" (Hammersley & Atkinson, 1994).

Under this investigative intention, questions arise, allowing the researcher to begin proper interrogation from this stage, with the purpose of understanding the phenomenon through the evidences collected on the field. For this, the following questions have been considered:

- a. What is the importance of the professional practice of Physical Education students regarding the dimensions of teachers' instruction?; b) What are the main experiences that students have to go through during the professional practice?; c) How are the dimensions of the teachers' training process related with the narrations of Physical Education students?

Sample was composed by 17 students (10 women and 7 men) from 5th year of Physical Education from the University of Playa Ancha (2015), chosen through different criteria: a) professional practice in 2015; b) women and man, no age distinction; c) having approved professional practice; d) no restriction regarding administrative departments of the institution. Students who voluntarily agreed to the research process signed an informed consent (written) in which they authorize the use of the information they delivered (anonymously), recognizing to understand the purposes of the research. From this, two groups of discussion were organized (6 people each) and 5 semi-structured interviews, generating a total of 11 documents, used as corpus for this research.

For this research, generation of dialogue spaces and discussion was necessary, in order to gather the different impressions of the phenomenon under study. To collect information, the following techniques were used:

- i. Semi-structured interviews, which are “interviews with a certain degree of flexibility regarding format and order, and also on the terms of implementation of it for the target people” (Bernal, 2010).
- ii. Group of discussion, with the aim of making a “explicit use of the group interaction in order to obtain data and ideas, which otherwise, would be hard to obtain without this interaction” (Flick, 2007).

The design of the research allowed a deep approximation to the phenomenon, enabling the researcher to get closer to the interests, beliefs, values and attitudes of the students, who built their own meaning, helping to articulate a group of discursive productions, beyond the individual subjectivity, manifesting a collective soul. In this way, for this qualitative research, speech is “always provoked for and by the researcher, in the heart of a determined communicative frame” (Delgado y Gutiérrez, 1995).

Analysis and Result Interpretation

This process develops under an inductive logic, in which reflection and interpretation are a key point of the analysis, to respond to the purposes and questions of the investigation, looking to understand in depth the discourse and intentions of the students, offering an interpretative answer to the phenomenon. In this sense, the analysis and interpretation process were oriented under an epistemological view (Bourdieu et al. 2002), considering the theoretical coherence chased by the

researcher with their own way of thinking, identifying errors on the investigative practice, allowing them to search and use methodological mechanisms from a theoretical background, to overcome the present obstacles in the analyzed data.

For data analysis, the qualitative analysis software Atlas.ti 7 was used, allowing us to develop several searching mechanisms around the research purpose, with a reflexive, emergent analysis of data.

For this, a Content Analysis (CA) was developed; enabling a first approach to the topics suggested by the subjects, being the word examiner a suitable alternative for an initial analysis stage of the primary documents. This examination allowed to build the following table:

Table 1
Content Analysis (CA) of the primary documents

Concept	Frequency	Percentage	Concept	Frequency	Percentage
Class	36	1.01%	I learnt	7	0.20%
School	31	0.87%	Confidence	6	0.17%
Professor	24	0.67%	Teaching	6	0.17%
Children	23	0.64%	Practices	5	0.14%
Practice	18	0.50%	Reality	5	0.14%
Students	7	0.20%	Process	4	0.11%
Courses	7	0.20%	Experience	3	0.08%

Based on a first analysis, the construction of the participants' discourse contains words shown in high frequency that possess a close relationship with the object of study of this research. It is important to manifest that frequent words present on the data, on the one hand, have a link with the place where the students are developing their professional practice, and therefore, the "context" (class, school, teacher, children, students, reality), while others are directly related to the "doing" in the practice, being classified in "performance" (learning, trust, teaching, practice, reality, process and experience).

On a second stage, Discourse Analysis (DA) was used as a technique of analysis and understanding, since "it studies the order, disorder and organization of the everyday social action, grasping what people say, tell or do, and, definitely, everything as it is, as it is produced by the participants of the conversation" (Iñiguez, 2011). Consequently, the researcher analyzes the production, being capable of identifying, describing and studying the order, expanding to unveil the necessary evidence for the comprehension process of the phenomenon, interacting subjectively among what is said, understood, and the existent theory.

According to the latter, a revision of the primary documents was carried out, originating captures from different units of content, or quotes which responded, according to their meaning and intention, to the different dimensions set within the conceptual frame of the research. In this way, texts were deconstructed, beginning the analysis with an inductive-reflexive stage. Subsequently, a following stage

was created, gathering quotes according to their semantic relationship (meaning), originating different codes or categories of analysis, responding to thematic cores which exposed a more global structure of the meanings. According to this, the following codes were confirmed with their respective thematic quotes:

Table 2
Codes and quotes found in text analysis

Code	Number of quotes	Code	Number of quotes
Teaching adaptation	2	Practice	5
Curricular Adaptation	4	Process	4
Self-esteem	5	Labour Reality	3
Creativity	2	Teacher-student relationship	9
Teachers performance	5	Relationship of guidance professors	5
Emotion	11	Teacher's role	6
Employment expectations	3	Teaching Vocation	6
Teacher's Tools	2	<i>Total</i>	<i>73</i>

In this stage of analysis, the topic integrated on the different codes, which render account of areas associated to the professional training, integrating them to the different dimensions proposed for the research. As a result, this classification of the codes and different dimensions was obtained:

Table 3
Relationship of codes and dimensions in text analysis

Dimension	Code	Quotes	Dimension	Code	Quotes
Practice	Teaching adaptation	2	Personal	Self-esteem	5
	Practice	5		Employment expectations	3
	Process	4		Emotion	11
Didactic	Creativity	2		Teaching Vocation	6
	Teacher's Tools	2		Labour Reality	3
Values	Curricular Adaptation	4		Teacher's role	6
	Teacher-student relationship	9	Teachers performance	5	
	Relationship of guidance professors	5			

Organization of the codes within the four dimensions is established linking the semantic sense of each code, and the area of meaning attributed to each dimension. By doing this, the 15 codes are incorporated into 4 dimensions, allowing to visualize some components which strengthen the idea

of the teachers' instruction (from the perspective of the trainees), considering that one of the most impacted dimensions is the personal one, which points towards the integration of mainly experiences and learning in the sense of the self, through this process.

First steps of the process of analysis offer a general view about the content of the corpus, but it is necessary from this, more interpretative stages, that, because of the nature of the research, allow to open a deep reflection and interpretation process from the individuals' discourses, with the aim of understanding the particularity of the phenomenon. In this sense, the interpretive hermeneutic analysis of the discourse is a mechanism in which the researcher relies on to find meaning to the subjects' acts of speech, since the discourse moves "in the order of the meanings and their rules of significance and through the action carried out through them" (Santander, 2011).

For the analysis and interpretation, quotes are used as units with meaning, developing a reflexive interpretive process to assure the researcher's epistemological position, who will have the task of articulating their position and the position of the analyzed data to refer to the findings. This process is organized according to these dimensions:

Practical dimension

This dimension covers actions carried out by trainees, rendering account of the importance of this process for their training, considering undeniable affective aspects, between the students and those who interact with them. In this sense, students positively appraise the execution of this process, meeting the expectations that they had identified before the beginning.

The results that I obtained were positive, but almost at the end of the process. Either way, I felt grateful with the school, I work there, teachers knew me, there was trust I felt fine, it was a good experience. The process was good (Code of Process. Gd1 11:12)

Another aspect, is that the professional practice presents different situations of the teachers' chores, which forces the students to be aware of the circumstances in order to care for the different needs, with an effective practice with their own students.

Regarding personality, I am a calm person, I don't like yelling, but I had the opportunity of trying strategies in class. If I had to raise my voice to give instructions, I would do it, because children goofy around anyway, I was looking to be more didactic (Code of teaching adaptation. Gd1. 63:64).

Professional practice, when present in more than one instance during teachers' training, has a powerful effect on the student, strengthening vocational and professional aspects, which will take part in their future professional performance.

Personally, I believe that the professional practice allows you to fall in love with what you are doing, or even deciding "this is not for me". For example, in my case I saw an extra motivation in the VISE, I loved doing it, I had one more reason to say... yes, this is what I want, this is what I like (Code of professional practice E2. 80:81).

Didactic dimension

Didactic dimension considers actions in the exercise of practice, related to elements which are typical of the teaching-learning process, in which the student puts into practice what he/she has learned in order to solve situations in the classroom.

It is hard to change a process, and the system is square... there has to be a supervisor, you need to meet a schedule, it's not comfortable, for me it would be better to take children to nature, teaching them the same, but in the nature, without cement (Code of creativity. Gd. 55:56).

Considering this, the trainee takes a very proactive stand against the needs he or she is dealing with, developing tools to deal with these situations, which are often unexpected.

It was useful to me for something which was very difficult for me in the VISE. It was to act fast against different situations, such as physical space, materials I needed that weren't there, and I was always asking myself, what do I do? The professional practice was very useful in this sense, it helped my mind work faster, to be more flexible, to look for solutions (Code Teachers' Tools. Gd1. 67:68).

Another condition which students usually face during the practice, is the curriculum, since very frequently they need to adapt the contents, whether in terms of difficulty or even the topic, because in some occasions the difficulty levels suggested for their students are not representative enough of what is actually a challenge in the class. It is believed that these changes promote optimal work.

Well, in my case, there was a group of students in my class in the basketball workshop, I had to do half of the workshop with them, and they were very advanced for the class, so they would reject the activities I was giving them, because it was too easy for them. For this, I had to change towards a more complex content for them, and when that happened, they started participating actively. (Code of curricular adaptation. E1. 35:36).

Value component dimension

This dimension considers every value-attitudinal aspect of the student, manifested in situations in which they reinforce their relational and value-related component, rendering account of the interpersonal relations, whether with peers or their own students, under a regime of respect and tolerance. Even when the trainee student may have difficulties in this dimension, because of his/her amateur condition, they still need to develop their behavior under this dimension, whenever possible.

I spoke to my students during the week, asking them to pay attention to the class activities, since they were important for the workshop, which they needed to support the teacher. After this situation, everything changed, their disposition, the relationship that so far had been tense, turned into a close one, considering that the students have trouble when listening to the teachers (Code of teacher-student relationship. Gd1. 29:31)

I would completely block for things that I knew, I was very nervous, I'm talking about the teachers, particularly with one from 9th grade, we never had a good relationship, but with the other teacher, there were no problems, she would be very confident with me, to do what I thought it was correct... She said I was the teacher, I was teaching the class, and that forced me to be better, more responsible, more considered with what I was doing (Relationship code of guidance professors. Gd2. 7:10).

Personal dimension

This dimension integrates the highest number of dimensions of this research, turning into a determinant factor when it comes to thoroughly understand the phenomenon, strengthening through the quotes and codes which compose it. Moreover, it is possible to attribute the personal factor as a key factor in the practical instruction, since the positive development has been closely linked to the personal characteristics of each student.

I felt gratitude, because when I finished... it was hard at the beginning to get into the school, because of dominant groups, girls were complicated, but when I finished I had mixed feelings regarding... I did it, I made it, it's super cool that I finally finished, and I was happy (Code of emotion. E3. 5:7).

The emotional component is a determinant element when it comes to signifying the process of the practice as a professional exercise, especially because when working with students bonding and the affective closeness are considered to be aspects which strengthen work in the classroom.

The professional practice helped me to improve professional aspects, and to get to know how it is to work with children in the public system. I would like to help them in other ways, through workshops, because to be there from class to class is a strong experience (Teacher's role code. Gd2. 41:42).

It is also important to manifest that, even when the trainee lacks, still, from a transcendent role in the daily situations of the practice, because of the dependence from the head teacher, they manage to experience the logic of what it means to be a teacher, and through this, they can understand the effects of the teachers' performance in students through what is being done in the class.

There was a change in me, since I started studying physical education because I like sports and I wanted to work in something related to that, but when I got here, I felt there was a change in me, in my way of thinking. Now, I am considering working in a school (Code of teaching vocation. Gd1. 33:34).

In this way, we confirm that the process of the professional practice reinforces and seals the process of teachers' training by means of strengthening the teachers' call, which is a key component for their future performance, considering many times, non-optimal conditions that the teacher will have to experience during the years of their professional exercise.

I can't imagine myself doing something different, I've always wanted to be a teacher, and I think since the first professional practice, I confirmed it, and now it is different to make a whole class, and to feel the affection (Code of teaching vocation. Gd2. 43:44).

To define interests of the trainees is highly valuable, thinking that the vocational aspects range from confirmation to denial, being consolidated with the process, and at the same time, it enhances aspects of the student which will be relevant for the future.

I think it was very useful to know the reality in a school, the relationships between the teachers it was something that caught my attention, because there was a group of teachers, who were older, who had very conservative practices, while there was another group of teachers, younger, that had different types of practices (Code of labour reality). E1. 44:47).

From this code, the performance in the professional practice gives the student the possibility of getting to know the reality of the educational institutions, and how it builds the inner culture of the teachers' job, in which there are several points of view, including conservative ways of working. Thus, it is interesting to contextualize these practices given the context, the characteristics of the teacher and the way in which they approach the topics, since it is difficult to promote changes in pedagogical structures, if they have been working in the same way for years.

I felt like I could teach my lessons with no problems, fully developed. The students answered well, in primary and secondary school (Code of teacher performance. Gd1. 49:49).

It is important to point out that the practice process opens a space of reflection about the skills teachers need to be able to perform professionally, and also, what components are needed in order to accomplish the tasks within the exercise of the job, which may still be missing.

To tell you the truth, it was helpful to me to deal with the frustration regarding leadership issues, and how to succeed in it. To have taught a bad lesson, and to be able to come back and try to make it better, to overcome adversities (Code of self-esteem. E2. 69:70).

Conclusions

The professional practice, as a component of the teachers' training process, is presented as a bonding instance for the student within the educational context, in which they must develop different actions which belong to the teachers' endeavor, in a context similar to the one they will face professionally in the future, testing the integrated skills in different dimensions of their instructional period.

Regarding this, the research showed that there is a great incidence of the professional practice process in the teachers' instructional process, due to the fact that practical, didactic, value related and personal dimensions were quoted in terms of past experiences and, because of the nature of the research, the meanings given by the subjects rendered account of meaningful experiences, in the same order.

In this sense, the personal dimension was the most quoted by the subjects of study, making clear that the professional practice is a highly formative process of the "being" of the students, strengthening the human component of the teachers, giving meaning to their quotes, which establish a relationship between what the teachers' role means and the profile the students who want to become teachers

have. This, along with the value related dimension, ensures that the future teachers will handle their relationship with the school system, from an ethical viewpoint which allows them to interact positively in all areas of the teachers' endeavor.

Regarding the practical and didactic dimensions, they are mentioned by the students as an opportunity to show their knowledge through praxis, orienting the "being" and "doing" of the teaching required skills for the professional exercises, considering these areas as very important to complement other fields of the professional training process.

The professional practice process of the universities is designed from an institutional educational project, which must respond to minimum components required by the trainee teachers for their exercise in the school system, understanding that this closure formative process needs to articulate the developed skills with the different needs which emerge day-to-day, in order to assure effective responses from the teachers, emphasizing the teachers' main feature today, which is the quality of the educational processes within the school system.

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