

Pedagogical Support to Improve Teaching Practice in the Area of Language and Literature of an Educational District – Ecuador, 2023

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Abstract

The research titled: “Pedagogical support to improve teaching practice in the area of language and literature; of an educational district – Ecuador, 2023”; Its purpose is to present a proposal that allows us to improve the educational context in which we find ourselves in an orderly and systematized way. The research is developed under a quantitative approach; of a descriptive type, of a non-experimental design; The instruments designed for this purpose have been elaborated to satisfy the needs of the educational context in which we find ourselves. The reality about the development of pedagogical accompaniment; it has not yet been giving the expected results; it is necessary to mature the experience; as well as take into account the development of a diagnosis of teaching needs. Under this construct, the companion and the accompanied must freely express their thoughts and feelings; always oriented towards the attention of reflection and acceptance; The relationship between the two subjects must be considered from two perspectives: on a personal level and on a professional level. The action plan must support the pedagogical accompaniment; since it constitutes a sum of training strategies that are useful for planning itself; which demands a greater emphasis on attention to actions.

Keywords: *Pedagogical support; Teaching practice; and Language and literature area.*

1. Introduction

Communication constitutes a very important and at the same time complex process; establishes social and interpersonal relationships; that direct the achievement of the development of the person and society as a whole; For this reason, it must be ensured that students develop communicative skills; which together favor the development of

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citizenship in a critical way; also seeking the opportunity to generate changes and innovations in the social environment.

UNESCO (2018); points out that education occupies an essential place in the development of the so-called AGENDA 2030; which is based on sustainable development; It must offer quality education and provide a good educational service. In Latin American countries, greater monitoring and support is provided to the work carried out by the teacher; which is an indicator of pedagogical practice; which is evident in the performance carried out in educational institutions.

According to the work carried out by the Ministry of Education (2022); the work of training students in the area of communication; They must be based on attention to reading skills; writing and orality; In each of them, the standards that their learning requires must be met; which is characterized by the cycle in which they are found; As well as the different social media in which they are found, the different social media in which they are found must also be considered.

Robalino (2017); points out that teachers respond to the fulfillment of an essential function; that of facilitating learning; developing them responsibly; and promoting the use of good practices. If teacher professional performance improves; As a consequence, students will improve their learning; contributing effectively to the development of educational quality. The role of the teacher in society is to develop a set of strategies to improve the development of their pedagogical practice; which must consider in-service teacher training; through the implementation of the so-called pedagogical accompaniment.

Under the described context, the international agenda establishes that educational development is based on; the orientation and direction of the states; which through their institutions must seek care of access in an equitable manner on educational quality; promoting personality development and mutual understanding; through a set of actions that must meet the regulatory parameters; In search of proper functioning exercising attention to rights and equal access to opportunities.

Pedagogical support is a set of planned actions; orderly, systematic, comprehensive and contextual; that teachers develop; with the purpose of being able to strengthen the evaluative capacities that must respond to the reflection and criticality of teaching pedagogical practice; in order to determine goals and objectives; through which there is a commitment to improve the teaching-learning process. It must be considered that pedagogical support constitutes an axis associated with effective development for the creation of meaningful learning and in this way take advantage of the educational conditions and factors that provide well-being to students. (Darling- Hammond , Hyler and Gardner, 2017).

Pedagogical support is essential for the attention of teaching practice; since it allows you to apply observation techniques; through which the strengths and weaknesses of the educational process are identified; which will allow better decision making more immediately and at the same time with greater accuracy; In the same way, a process based on the exchange of experiences between the observer and the observed is applied; which should result in actions of mutual support. (Garay and Sánchez – Moreno, 2017).

The Minister of Education of the Republic of Ecuador; Monserrat Creamer (2020) has pointed out that after having observed teaching practice through various means, including educational platforms and social networks; A closer approach to educational institutions has been considered; through the work of educational advisors; who must accompany the managers in the fulfillment of their functions; and in this way provide the respective support to teachers and comply with the policies associated with quality standards.

Since 2018, actions have been carried out aimed at developing pedagogical support programs; which have been receiving support from the Ministry of Education; which is

based on attention to quality standards and management guidelines; in favor of the development of institutional practices in each educational unit; Based on this, the actions that guarantee the development of the processes that seek to provide a good educational service are guided; thus allowing educational management to achieve quality parameters; and in this we must recognize the work that the directors of educational institutions in general do and are doing.

The pedagogical accompaniment must be developed in a medium of dialogue; and assertive use of educational experiences; one should not fall into hostile actions that generate conflict between people; Therefore, the actions generated under this guideline must foster a climate of trust in which we seek to improve and develop educational practice in favor of the student and the community in general.

According to the results that INEVAL presents to the Ministry of Education regarding the performance of teachers; We have that in 2019 an average of ninety thousand teachers have been evaluated; obtaining that almost 7% are at a training level; an average of 70% is mostly at a fundamental level; 22% are at a favorable level and less than 1% are at an excellent level; likewise the teachers who have obtained better scores; They will be able to access training programs offered by the Ministry of Education.

The institutions in which the research process is developed seek to raise the training quality of their teachers; developing for this purpose a pedagogical support program that seeks to strengthen educational actions in the area of communication, language and literature; promoting greater attention and interest in academic work and the use of different tools that contribute to the work effectively. The institutions that make up the study are located in the educational district 09D07 of zone 8 of the Undersecretariat of Guayaquil; having an estimated 242 teachers and 30 managers. In each educational unit we find an academic board; which is in charge of appointing the coordinators taking into account the level and area of study; through which the plans and planning actions of each teacher are reviewed and in this way provide the necessary pedagogical support.

Under the described context, the research problem is based on the following question: what is the design that a pedagogical support program should have to improve teaching practice in the area of language and literature of the educational district 09D07 of zone 8 of the Undersecretary of Guayaquil, Republic of Ecuador, in the period 2023? So : what characteristics does the pedagogical accompaniment actions present in the teachers of the area of language and literature ?; Is there an action plan designed to develop pedagogical accompaniment in teachers?; How are educational actions developed in relation to the execution of pedagogical support? And finally, are the results of the evaluation regarding the teaching pedagogical accompaniment satisfactory?

The development of research effectively contributes to systematizing the procedures associated with pedagogical support; allowing to identify the actions that the companions develop jointly with the teachers; on the other hand, we also have the report of the limitations that the development of this process presents; For this reason, it is necessary to provide methodological guidelines that will be appropriate to the context in which the procedures are developed; taking into consideration that all teachers must execute the actions that correspond to the pedagogical accompaniment.

From a theoretical perspective, the research systematizes and orders the theoretical foundations concerning the development of pedagogical accompaniment; from this point of view the participants; They will provide the necessary inputs so that the development of the research provides concrete situations for the benefit of all members of the educational community.

Methodologically, the development of research contributes effectively to the construction of research instruments that are applied to teachers; such as the structured interview; observation guides; which together have allowed us to collect the information necessary

to carry out the work; as a result of teacher pedagogical support. Finally, the research is of special importance due to the fact that its contribution focuses on the educational field; which has been taking into account the quantitative approach; proposing as a final product an intervention proposal that, based on its subsequent application, will contribute to solving the problem effectively.

The general objective of the research focuses on designing a pedagogical support program to improve teaching practice in the area of language and literature of the educational district 09D07 of zone 8 of the Undersecretariat of Guayaquil, Republic of Ecuador, in the period 2023. The specific objectives are: to characterize the pedagogical support actions of teachers in the area of language and literature; as well as designing an action plan to develop pedagogical support for teachers; In the same way, develop educational actions regarding the execution of pedagogical support; and finally present the results of the evaluation regarding teacher pedagogical support in the educational district.

The research hypothesis is established in the following terms: the design of a pedagogical support program will improve teaching practice in the area of language and literature of the educational district 09D07 of zone 8 of the Undersecretariat of Guayaquil, Republic of Ecuador, in the period 2023.

2. Method.

a. Type and design of the research.

i. Kind of investigation.

According to CONCYTEC (2018); The research is basic; which constitutes a form of research that is used in the scientific field with the purpose of being able to understand and expand existing knowledge in reference to a phenomenon or field that requires our attention; It is also known as pure or fundamental research.

The approach with which the present study has been developed is quantitative; according to Hernández (2016); the quantitative approach; it is used to be able to collect and analyze the data that has been collected through the research instruments; its purpose is to be able to verify the hypothesis raised in the study; it is essentially based on numerical measurement; the use of statistics at a descriptive and inferential level; looking for the existence of patterns that allow analyzing the behaviors of the sample or selected population.

Likewise, the type of research is descriptive; taking Hernández once again (2016); points out that descriptive research; It is based on the analysis that is carried out on a population to investigate its characteristics; without detailing the relationships that may exist between them. Descriptive research aims to define; divide, classify or summarize the particularities that the variables present; which in turn respond to components, dimensions and indicators.

ii. Research design.

The research design is non-experimental; according to Hernández (2016); Non-experimental designs aim to ensure that the variables are not manipulated by the subjects carrying out the study; These are observed in the natural context in which they are found; Likewise, the type of non-experimental design applied is the transversal one; That is, the data are collected at the same time and context; ensuring that the data presents objectivity in its application of the information collection instruments.

b. Variables and operationalization.

Variable 1. Pedagogical support

Conceptually in accordance with what the Ministry of Education points out (2019); the pedagogical accompaniment; it constitutes a set of strategies that favor in-service teacher training; in an organized manner in support of educational institutions or educational networks; its purpose is to promote teachers individually and collectively; the continuous improvement of pedagogical practice in accordance with the competencies and capacities to be achieved according to the Good Teaching Performance Framework; This improvement is carried out based on the development of the exercise of critical reflection on the practice of teaching; which aims to achieve the development of learning achievements.

Operationally, pedagogical support presents the following dimensions: the joint creation of the initial relationship; the diagnosis; planning the action plan; the development of the action plan and finally the evaluation of the process to be developed; Each of these dimensions has a set of indicators and their indicators that are indicated in the annexes; which have allowed the construction of research instruments.

The variable rating scale is called ordinal; which is based on an instrument whose rating is on the Likert scale; and that is interpreted quantitatively in order of rating intervals.

Variable 2: Teaching practice.

Conceptually, teaching practice in terms of Ibarra (2005); constitutes the performance of work or teaching work equivalent to pedagogical practice; that facilitates the transformation of the disciplinary contents taught in the teaching-learning process; with the purpose of training students who are the future builders of society; Likewise, teacher training programs support the development of initial training and are part of the so-called training and continuing education system at the same time; that favors the degree of teaching professionalism.

Operationally, teaching practice is evidenced through teaching performance; which has to reflect and show the teaching activity in the classroom; executed by a professional in the field of education; which includes various factors such as: the technological field; curriculum planning; the development of didactic strategies; the use of didactic means and materials; evaluation activities; optimal use of time; the methodology used and the set of actions that make up the teaching work; taking into account the forms and characteristics of the context in which it is located.

The rating scale of the variable is called ordinal; that is based on an instrument whose rating is on the Likert scale; and that is interpreted quantitatively in order of qualification intervals.

c. Population, sample and sampling.

i. Population.

The population is given by the group of teachers who work in the Educational Unit of District 09D07; from the province of Guayaquil; considering only teachers at the secondary level of the language and literature curricular area. The teaching distribution is seen in the following table.

Table 1 Population of teachers by Educational Units.

educational units	frequencies	percentages
EU. 1	fifteen	6.19%
EU. 2	12	4.95%
EU. 3	18	7.43%

EU. 4	18	7.43%
EU. 5	7	2.89%
EU. 5	18	7.43%
EU. 6	27	11.15%
EU. 7	25	10.33%
EU. 8	25	10.33%
EU. 9	17	7.02%
EU. 10	10	4.13%
EU. eleven	25	10.33%
EU. 12	10	4.13%
EU. 13	fifteen	6.19%
EU. 14	fifteen	6.19%
Total	242	100%

Source: Prepared by: Fany Alejandra López Piza; based on information provided by Educational District 09D07.

The inclusion criteria that have been considered involve firstly the free participation of teachers; who have expressed their informed consent; Likewise, the teachers who are in use of their teaching practice in the current academic year and who are only from the area of language and literature. The exclusion criteria that have been taken into account are given by those teachers who are covering a license for a short period of time; which have not been considered in the collection of the information; as well as those who did not accept participation in the present study.

Table 2. Sample population of managers by educational units.

Institutions	managers	Companions	teachers
UE Alfredo Portaluppi Velásquez	2	4	fifteen
UE Zobeida Jiménez Vásquez	1	2	12
UE Carlos Julio Arosemena	2	4	18
UE Emilio Uzcategui García	2	4	18
UE Eduardo Kigman Riofrio	2	4	7
EU Cenacle	2	4	18
UE Alfredo Raúl Vera Vera	3	6	27
EU Vergeles	3	6	25
UE Sara Flor Jimenez	2	6	25
EU Will Dei	2	4	17
EU August 10	2	4	10
EU World	3	6	25
Antarctic EU	2	4	10
EU Marthin Luther Hing	2	6	fifteen
Total	30	64	242

Source: Prepared by: Fany Alejandra López Piza; based on information provided by the Educational District 09D07.

i. Sample.

The sample is given in the case of pedagogical companions by 100% of the participants who are exercising their work in the aforementioned educational district. In the case of teachers we have the participation of 120 teachers and in the case of managers we have 100% participation; whose number amounts to 30 subjects.

ii. Sampling.

The sampling regarding directors and pedagogical companions is non-probabilistic since 100% of them are considered; In the case of teachers, since there is a smaller number that is taken into consideration, take a probabilistic sample, that is, select them at random; taking into account the researcher's criteria; The intention is to reach the established number of the sample proportionally in attention to all the educational units that belong to the educational district in question.

d. Data collection techniques and instruments.

The instruments used in this research process are given by the use of surveys and their operational part, questionnaires; as well as interviews and observation sheets that have been worked on jointly in the different educational units that make up the study sample. The survey is one of the most widely accepted techniques in the development of social studies; Its operational part is evidenced through the instrument called questionnaire which has questions or items that respond to the process of operationalization of the variables; whose response basis in the present case is given by the Likert scale.

Banchón (2018) states that the survey is a tool that allows information to be collected directly; Likewise, its processing is mostly in the quantitative order; the questions posed respond to a logical sequence; which can be expressed in qualification intervals for its subsequent interpretation and analysis in a numerical way; in view of the achievements that are expected to be analyzed.

The interview; it is also a social order research technique; it is built through dialogue; which occurs in two or more people; from the educational perspective; the interviews have been applied to the directors of the educational institutions; The information provided has allowed a greater and better interpretation of the investigative context that responds to the characteristics that are presented in the current educational district.

Finally, observation is a direct technique; which is aimed at collecting information in a very meaningful way; considering the relevant and real interactions that occur in the educational community; This technique responds to the construction of a series of processes and activities in the pedagogical order; whose purpose is to be able to analyze learning and the fulfillment of educational achievements.

Regarding the research instruments, the questionnaire was made which responds to the construction procedure of operationalization of the variables; developing the questionnaire based on the dimensions and indicators; which went through the application of a pilot test and the evaluation or validation of experts; Regarding the pilot test, the reliability factor has been analyzed; through the application of Cronbach's alpha; the value reached is 0.848 points; This value reveals that the instrument is reliable. Regarding the validation of the so-called expert judgment, this has been carried out through the intervention of five professionals in the field of education; being doctors in educational sciences and with experience in the direction of consultancies of research reports.

e. procedures.

Under the context of the development of this research study, actions have been taken that direct the execution taking into account the commitment assumed by the educational community involved in the study; For this purpose, the respective permits were requested from the educational district, coordinating with the educational authorities; as well as

with the directors of the educational units; making known the importance of developing this research. Likewise, in the project phase of this report, the data collection instruments have been designed; that have allowed us to systematize the information in an organized way; taking into account the order of the variables and the dimensions of each of them; to then apply the necessary statistical procedures and construct the results chapter.

f. Methods for data analysis.

Research methods applied to the field of analysis and statistical processing of data; It has been carried out by means of SPSS in its version 24 for Windows; the program systematizes the results in a conglomerate of tables and graphs that allow us to analyze the established parameters through descriptive and inferential statistics; the application of the questionnaires has been worked from the perspective of the ordinal scale; whose interpretation responds to qualification intervals; both variables and dimensions. Likewise, a normality test has been applied; with the intention of being able to specify if the applied measurements are within a normal range; also favoring the application of a correlation test to mediate both variables and determine their significance.

g. Ethical aspects

The study responds to the ethical principles proposed by the César Vallejo University; considered in the Guide to Academic Products that are cited such as the principle of autonomy; principle of non-maleficence; principle of beneficence and principle of justice. Regarding the principle of autonomy, informed consent was applied to establish whether teachers wish to participate or not in the research process; respecting your decision; Likewise, the principle of non-maleficence was applied; Under it , no type of damage or questions have been generated that could have generated discomfort in the participants.

The principle of beneficence was also applied; under whose action the results will be communicated to the institution to effectively contribute with solutions that could improve educational processes and quality in general. Finally, the principle of confidentiality was also applied; or called the principle of justice; under which the data is treated under the anonymity of its participants; thus guaranteeing the information confidentially and ensuring that said results will not be used for any context other than the one already indicated.

In the same way, respect for sources of information has been complied with; which; They have been referenced and cited taking into account APA regulations; finally; anti plagiarism software has been applied Turnitin ; establishing the parameter less than 20% of the originality report; complying with the methodological guidelines established in the formulation of the development of this research protocol; regarding the delivery of academic work.

3. Results

The following section describes the results of the instruments applied to the context and development of the research. The first analysis carried out is given based on the pedagogical support variable; whose results are detailed below: 31.67% of the teachers evaluated are in a high range; 43.33% are rated in the medium range and 25% are in a low range.

As reported in the results of the pedagogical support variable; It is believed that the condition found in teachers in the area of language and literature must improve because the percentage that is rated high; constitutes almost a third of the sample; Mostly we found a percentage of average results; which indicates that there is not full satisfaction of the conditions that are developed under pedagogical support in teachers and therefore the pertinent actions must be taken to be able to change or modify this condition.

Table 3. Results of Pedagogical Support.

INTERVAL	FREQUENCY	PERCENTAGE
High	38	31.67%
Half	52	43.33%
Low	30	25.00%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

In relation to the analysis carried out in each of the dimensions that make up the variable, we have the first one that receives the name of climate of trust; This condition is based on respect; and assertive communication; The results indicate that 35% of teachers perceive that they have developed a good climate of trust rated in the high range; 36.67% consider that the rating is in a medium range; and 28.33% indicate that they are in a low range; as shown in table 4.

The climate of trust that must exist in the educational community in general; it must be promoted by the pedagogical accompanist; based on mutual respect; whose function is to motivate and develop interest in participating in the sessions in order to develop their skills or, failing that, improve and strengthen them. For this reason, the pedagogical accompanist must also communicate his objectives and purposes that must be achieved assertively; Putting yourself in the other person's place so that in this way you can understand the perspective of the teacher and his point of view.

Table 4. Results of the Climate of Trust dimension.

INTERVAL	FREQUENCY	PERCENTAGE
High	42	35.00%
Half	44	36.67%
Low	3. 4	28.33%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

The next dimension is the so-called pedagogy - didactics; which is analyzed based on teacher reflection; advice on pedagogical practice and feedback; The results show us that 30% perceive themselves to qualify in the high range; followed by 37.50% who are in the middle range; and finally 32.5% in the low range.

The result of this dimension indicates that a higher level of dialogue and collaboration with the teacher is necessary in response to the purpose of the hearing program on pedagogical accompaniment, likewise it must be taken into account that before being able to make a judgment about the facts that are presented it is necessary to be able to give an opinion in reference to the observed class session. Likewise, it must be taken into account that reflection constitutes the basis of the entire educational process in attention to teacher accompaniment responding to the development of pedagogical practice. Finally, it is necessary to take into account that teachers must base their educational practice on curricular planning; as well as, keep in mind that the companion is the one who provides advice on the designs of the learning sessions that must respond to the curricular approach.

Table 5. Results of the Pedagogy – Didactics dimension.

INTERVAL	FREQUENCY	PERCENTAGE
High	40	30.00%
Half	Four. Five	37.50%
Low	35	32.5%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

Another dimension that has been analyzed is that concerning personal development; which is based on the development of support strategies; innovation, pedagogy and collaborative work. The results obtained statistically show us that: 38.33% of teachers are in the high range; followed by 39.17% who are in the middle range; finally 22.50% find a low level; as detailed in the following table.

This condition that is presented in the results indicates that it is necessary for the person who provides pedagogical support to offer feedback throughout the process in order to improve the teachers' performance; on the other hand, the consultancies that are offered must direct the improvement of the work in the classroom; In the same way, the visits that are made must respond to a planning process; the meetings that are held must contribute to inter-learning; to collaborative work whose purpose is to improve pedagogical practice. Regarding pedagogy, it must be taken into account to provide correct information on the academic activities and resources provided in the educational institution; It seeks to generate good experiences in order to promote the development of educational innovation. Lastly, regarding the development of collaborative work; teachers should promote autonomy. This autonomy must be supported by reflection and the motivation and interest to seek the achievement of learning in students and therefore, directly benefit the educational community and the society in which it is located.

Table 6. Results of the Professional Development dimension.

INTERVAL	FREQUENCY	PERCENTAGE
High	46	38.33%
Half	47	39.17%
Low	27	22.50%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

The next dimension has to do with the link that is generated with the educational community; which implies being based on knowledge of the community and cultural diversity; The results show us that 31.67% of teachers are qualified in the high range; Likewise, 41.67% are in the medium range and the remaining 26.66% in the low range; as described in the following table. (See table 7).

The condition described; It implies that certain conditions within teaching support must be improved; The activities that are carried out in general must be carried out jointly; as well as take into account the benefit that the educational unit should receive. With respect to cultural diversity, it must be considered that people must know about the culture of the community in which they are located; since many actions that have to be developed depend on it; based on respect and communication; considering the cultural diversity in which educational events and actions are developed. Therefore, it is important to take into account all the factors that in one way or another affect and interact in the development of the educational process.

Table 7. Results of the Community Link dimension.

INTERVAL	FREQUENCY	PERCENTAGE
High	38	31.67%
Half	fifty	41.67%
Low	32	26.66%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

The next variable analyzed through the application of the questionnaire that responds to the process of operationalization of the variables is the one that corresponds to teaching practice; in it we also find qualification intervals; where 40% of teachers perceive themselves in a high range; Similarly, 36.67% qualify in the medium range and 23.33% are in the low range; as described below in Table 8.

Table 8. Teaching Practice Results

INTERVAL	FREQUENCY	PERCENTAGE
High	48	40.00%
Half	44	36.67%
Low	28	23.33%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

Next, we describe the behavior of each of the dimensions that make up the variable, the first of which is the personal dimension; which presents indicators such as vocation, projection and institutional philosophy. The results show us that teachers give their students the opportunity to express their ideas; In the same way they generate trust in the group; They are mostly punctual about their classes; They motivate their students to be interested in the development of the course; Likewise, they carry out their work taking into account the institutional philosophy; Lastly, they promote the organization of all students.

Table 9. Dimension results: Personal.

INTERVAL	FREQUENCY	PERCENTAGE
High	Four. Five	37.50%
Half	46	38.33%
Low	29	24.17%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

The second dimension has to do with institutionality; For this purpose, institutional regulations must be kept in mind; as well as the institutional culture and the various factors associated with students; The results show us that 41.66% of teachers are in the high range, followed by 36.67% who are in the medium range; and 21.67% in the low range; as indicated in table 10.

Improving this aspect implies that teachers, based on regulations; promote knowledge and application of them in the context in which they are found; which also has to be evidenced in educational institutions; Likewise, the activities must respond to a serious planning process that is supported by regulations. The development of institutional culture must also be considered; For this reason, it must be considered that classrooms at the level of their infrastructure must improve student learning; promoting cordiality among the members that make up the educational community. Finally, the student has the opportunity to generate academic work that involves them with other students or with the entire educational community in general.

Table 10 Results of the dimension: Institutional.

INTERVAL	FREQUENCY	PERCENTAGE
High	fifty	41.66%
Half	44	36.67%
Low	26	21.67%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

Another of the dimensions evaluated in the variable is the interpersonal dimension; It analyzes certain factors such as: the teachers themselves; educational authorities and parents. The results presented are the following: 43.33% of teachers rate themselves in a high range; 25% in the middle range; and 31.67% in the low range; as shown below. (See table 11)

The analysis of this factor implies that they have to assume greater control over the responsibility that teachers must share their experiences in the development of their classes; which favors the development of the educational process; In the same way,

educational authorities encourage teamwork; I am based on collaboration and cooperation. In the same way, parents have to control their concerns in order to make correct decisions; based on honesty.

Table 11 Results of the dimension: Interpersonal.

INTERVAL	FREQUENCY	PERCENTAGE
High	52	43.33%
Half	40	25.00%
Low	38	31.67%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

Regarding the didactic dimension, the results show us that teachers are qualified in 45.83% in the high interval; 35% in the medium range and 19.17% in the low range. This evaluative condition reveals that the factors that are associated with the dimension are; method, technique and coordination.

For this reason, it is necessary that teachers reinforce the fact of promoting reflective critical thinking in students about the topics of the courses in general; as well as making use of teaching mechanisms that stimulate the motivation and interest of students. In the same way, students have to adapt to the mechanisms and strategies that the teacher applies; how the teacher must be attentive to the needs that the student presents; promoting active participation in the context in which they develop. On the other hand, the development of research must be encouraged; prior knowledge being necessary; as well as having the opportunity to make use of instruments that allow and facilitate academic monitoring of the educational process in general.

Table 12 Results of the dimension: Didactics.

INTERVAL	FREQUENCY	PERCENTAGE
High	55	45.83%
Half	42	35.00%
Low	23	19.17%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

Finally, the assessment dimension; which responds to the following indicators: explanatory factors and implicit factors; The results indicate that 44.16% of teachers perceive themselves in a high range; followed by 36.67% who are in a medium range and 19.17% in the low range; as described below in table 13.

This condition implies, although it is true that there is a good perception, but respect between members of the educational communities must be worked on to a greater degree; especially between the teacher and the students; which also implies maintaining discipline in the classroom. Student learning must be constantly directed; preparing the activities with current material; that arouses interest and effectively motivates students.

Table 13 Dimension results: Assessment.

INTERVAL	FREQUENCY	PERCENTAGE
High	53	44.16%
Half	44	36.67%
Low	23	19.17%
TOTAL	120	100%

Source: Prepared by: Fany Alejandra López Piza.

Regarding the normality test between both variables, we have that the application of both questionnaires implies the proposal of the following research premise:

Ho: The data collected that corresponds to the questionnaires on pedagogical accompaniment and teaching practice present a correspondence within the normal range.

Hi. The data collected that correspond to the questionnaires on the pedagogical accompaniment and the teaching practice do not present a correspondence within the normal range.

In order to be able to interpret the results that correspond to the normality test; inferential statistics have been used; with the purpose of being able to determine the validity of the formulated hypotheses; Because the data exceeds fifty units, the results of Kolmogorov – Smirnov are used ; The test reveals that its reliability is recorded at 95%; Likewise, the values obtained so that they turn out to be significant in response to the so-called “p” value is less than 0.05 points; Given this condition, the data collected respond to their normality parameter; Under this qualification, the hypothesis can be affirmed that: The data collected that corresponds to the questionnaires on pedagogical accompaniment and teaching practice present a correspondence within the normal range.

Table 14 Normality test results.

Questionnaire	Kolmogorov – Smirnov			Shapiro– Wilk		
	Statistical	gl	Next.	Statistical	gl	Next.
Pedagogical support	0.5672	26	0.33	0.348	29	0.32
Teaching practice	0.582	26	0.31	0.423	29	0.39

Source: Prepared by: Fany Alejandra López Piza.

According to Martines et al., (2009); considers that once the normality test has been applied and it is acceptable; a correlation test can be carried out; which is given by Spearman's rho; In this way, the validity of the following arguments can be determined:

Ho: The results of the questionnaire on the pedagogical accompaniment; they are related to the results of the teaching practice questionnaire; in teachers who work in the area of Language and Literature of the educational institutions of district 09D07 of zone 8 of the Undersecretariat of Guayaquil, Republic of Ecuador, in the period 2023.

Hi: The results of the questionnaire on the pedagogical accompaniment; they are not related to the results of the teaching practice questionnaire; in teachers who work in the area of Language and Literature of the educational institutions of the district 09D07 of zone 8 of the Undersecretary of Guayaquil, Republic of Ecuador, in the period 2023.

Table 14 Correlation test results.

Spearman's Rho		Questionnaires	
		Pedagogical accompaniment	Teaching practice
Pedagogical accompaniment	Correlation coefficient	1,000	0.656
	Next (bilateral)		0,000
	Number	120	120
Teaching practice	Correlation coefficient	0.656*	1,000
	Sig. (bilateral)	0,000	
	Number	120	120

Source: Prepared by: Fany Alejandra López Piza.

The results showing the hypothesis testing; They are analyzed taking into account the level of significance that is presented; whose value is determined at 0.05 points; This is the reason for applying Spearman's rho correlation test more conveniently; which indicates that the values that have been obtained are located in the critical region of bilaterality; reason why the following aspects must be considered:

It should be taken into account that the “p” value is greater than 0.05; then the general hypothesis (Ho) is denied and the null hypothesis (Hi) is declared accepted. On the other hand, if the “p” value is less than 0.05; then the general hypothesis (Ho) is accepted and the null hypothesis (Hi) is rejected.

For this reason, the value obtained in the “p” value results in 0.000; said condition is a result less than expected; under which argument the null hypothesis is rejected, and the general hypothesis is admitted; Therefore, there is a direct and significant positive relationship between both variables; That is to say, if the actions developed in pedagogical support improve, teaching practice will also improve.

The analysis of the interview carried out with the directors of the different educational units of the district shows us that there is agreement in pointing out by the directors that the pedagogical support policies; they do not develop correctly; since many heads of educational institutions present a different panorama

4. Conclusions

1. The results obtained regarding pedagogical support indicate that there is a teaching practice that must be improved; since most of the teachers are within the average range of the qualification shown in the results section; It is evident that there is a need to be able to develop a proposal that favors actions on pedagogical support; which is supported by the critical constructivist paradigm; with the purpose of being able to improve and guide teaching development; the achievement of student learning and educational quality.

2. As a result of the analysis of the fundamentals described and defined in the theoretical framework, both variables have been conceptualized: pedagogical accompaniment and teaching practice; as well as the main theories that have allowed us the detailed evaluation of the investigation; Likewise, the dimensions and indicators under which the entire process has been built have been analyzed.

3. The proposal of a design of programs that systematize the strategies that favor the development of the pedagogical accompaniment; It has a research base in the action research methodology; with the purpose of being able to improve the professional practice of the teacher of the area of Language and Literature; in the educational institutions of the educational district 09D07 of zone 8 of the Undersecretariat of Guayaquil, Republic of Ecuador, in the period 2023.

4. In the diagnosis stage, the results presented by the teachers have been analyzed based on the observation of the classes; identifying their potential in their development; as well as the aspects that must be improved; for this purpose, making a list of requirements that must be attended to as a priority by the intervention of the pedagogical companions; For this purpose, it is concluded that an individual review of the teaching activity must be carried out; also analyzing the development of collegiate practice that is necessary to achieve common purposes that favor interaction and shared effort; and in this way adds actions that lead to the development of pedagogical practice.

5. It is concluded that the planning in relation to the execution of the action plan aimed at fulfilling the activities of pedagogical support is developed taking into account an order of teaching priorities; as well as the definition of the goals that must be achieved. It must be taken into account that teachers are often not aware of the magnitude of the complex process that is developed in this regard; generating even little functionality.

6. Likewise, it must be considered that the action plan that supports the pedagogical accompaniment; It constitutes a sum of training strategies that are useful for planning itself; which demands a greater emphasis on attention to actions in order to develop the skills associated with reading; it is necessary to continuously take into account the development of collegiate pedagogical work. Therefore, feedback actions are an essential requirement, taking into account the analysis and deconstruction of teaching practice; related on the basis of reflective dialogue.

7. Finally, it is necessary that the evaluation carried out on the development of pedagogical support to analyze teaching practice in the area of language and literature; be developed clearly, explaining the context in detail; considering dialogue as the basis for the continuous improvement that must exist in teaching practice, based on the guidelines issued by official bodies such as the government secretary of education; and also taking into account the monitoring of the objectives set.

5. PROPOSAL

5.1. Description.

Pedagogical support is defined as an organized and at the same time systematic process that is executed continuously; with the purpose of improving teaching practice and professional performance in the area of Language and Literature of teachers who work in an educational district in the province of Guayas. Pedagogical support constitutes a systematic, organized and permanent procedure that favors and strengthens attention to development at a personal and professional level; based on the experiences and experiences that derive from the actions developed; with the aim of being able to contribute to improving the quality of student learning and educational quality in general. The development of all actions is based on action research; as well as the collaborative critical paradigm.

5.2. Objectives of the proposal.

General objective: Propose a strategy of pedagogical accompaniment in order to improve the teaching practice of teachers in the Language and Literature area of the educational district 09D07 of zone 8 of the Undersecretary of Guayaquil, Republic of Ecuador, in the period 2023.

Specific objectives:

- Diagnose the actions developed in the development of the teaching pedagogical practice of the Language and Literature area of the educational district 09D07 of zone 8 of the Undersecretary of Guayaquil, Republic of Ecuador, in the period 2023.
- Analyze the theories linked to the development of strategies embodied in the pedagogical accompaniment in order to provide effective solutions to improve teaching practice.
- Design a strategy that facilitates the development of pedagogical support for teachers in the area of Language and Literature of the educational district 09D07 of zone 8 of the Undersecretariat of Guayaquil, Republic of Ecuador, in the period 2023.

5.3. Proposal of the model to follow.

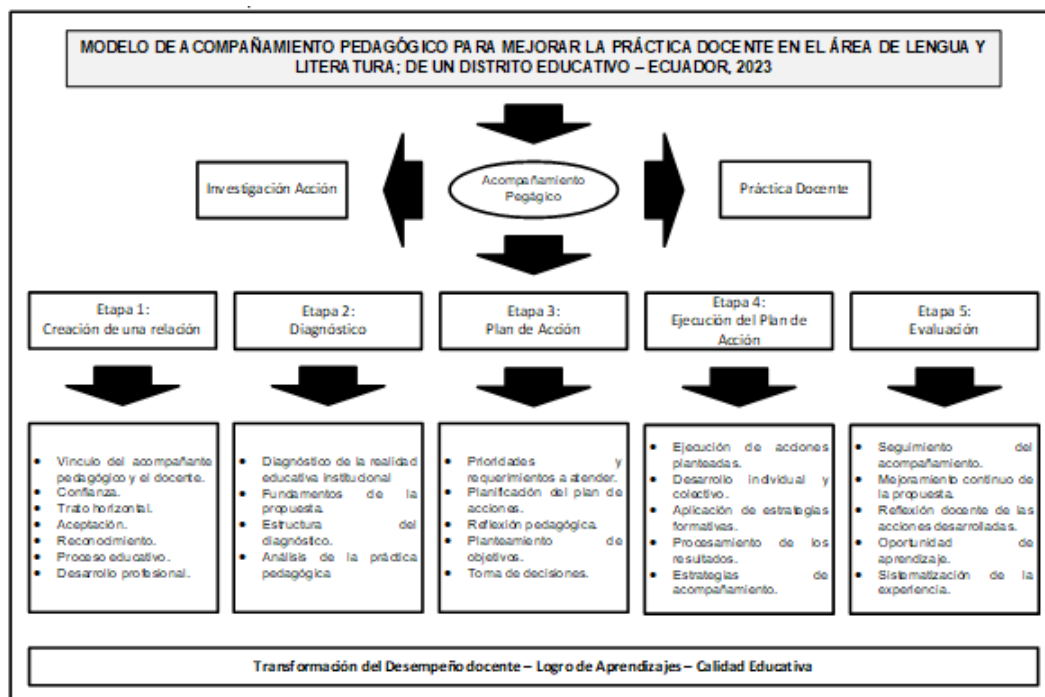


Figure 1. Intervention Model Proposal.

Source: Prepared by: Fany Alejandra López Piza.

5.4. Phases of the proposal.

Sunday (2005); proposes a development model of teacher accompaniment which is based on five stages: creation of a relationship; diagnosis; action plan; execution of the action plan; and finally evaluation. Each of these stages will be explained below.

Stage 1: Creating a relationship.

According to Domingo (2005); At this stage, the link between the teacher and the pedagogical companion begins ; which is being built; considering trust as a basis; horizontal treatment, active listening; acceptance and recognition to be able to develop educational work together. It is necessary to specify that as the relationship is built; This will be able to ensure the success of the educational process.

According to Area and Yanes (1990), teacher assurance, involvement and commitment to the actions that require the development of accompaniment are required; that is received and that is necessary for professional development; considering that the pedagogical companion is a person who will help in professional growth; promoting innovation and change; looking for strategies that allow adaptation to the development of the teacher's practice in question.

At this stage, three activities must be attended to that the companion must comply with; in attention to the work with the teacher: the dialogue; expectations and finally agreements and commitments. In order to attend to the development of the initial relationship, both subjects must dialogue with the purpose of being able to meet and bond; based on the exchange of ideas; the presentation; being able to listen to each other and be able to accumulate information about each other.

The authors consider that in this phase teachers must know who will be their companions; and the reasons why you should work with them; as well as the benefits they can achieve. In the same way, pedagogical accompanists must know the teachers who provide their

advice: what are their interests?; What motivations do they have? What difficulties do they present? What expectations do you have in the educational field? etc

For this reason, to know the characteristics that teachers present; it is being able to get closer to people; which also implies at the professional level; also knowing their particularities in attention to their predisposition; or even before the refusal to be able to develop this experience; The information that is required will be useful to be able to establish strategies that determine and outline the process of pedagogical accompaniment.

Sunday (2005); points out that exchanging expectations implies that both subjects: teacher and companion; express their requirements to be able to develop joint work; as well as determine how the accompaniment process should be carried out and what is expected to be achieved. Likewise, the roles that correspond to both must be clearly defined; also determining the level of responsibility and development of the tasks that will have to be assumed by each one taking into consideration their motivations, capacities and possibilities.

Murillo (2004); points out that expectations limit the level of responsibility of each of the subjects: teacher and companion; They are established in response to the development of pedagogical support; It is necessary to determine what the task of accompaniment consists of; What peculiarities does it present? as well as determine its purpose and thus establish the limitations of the actions. For this reason, being able to clearly establish these aspects is to provide a concrete contribution to the functions indicated in response to the professional growth of both.

In relation to the third factor of analysis, it is important to achieve that both teacher and accompanying subjects; reach agreements and commitments. For Area and Yanes (1990); acceptance and negotiation; they imply the responsibility of the fulfillment or not of the individual work and at the same time collaborative; In order to achieve attention to this factor, it is necessary to comply with the achievement of the objectives and be based on a relationship of closeness and trust; based on the honesty of the teacher.

At this stage the pedagogical companion has the responsibility of determining relationships of an affective nature; to carry out work among equals; based on trust and reflection on the attention to pedagogical practice; that seeks the development of reflective and critical thinking about the teaching profession.

Stage 2: Diagnosis.

Bolivar (1997); considers that care at this stage is based on the review and assessment of the real context in the educational institution; as well as the teachers; whose purpose is to be able to perceive that context that facilitates the companion to know the achievements, needs and difficulties that an educational institution is going through that seeks to analyze the teaching pedagogical practice. In the diagnosis, precise information must be considered; based on the initial relationship.

Sunday (2005); considers that in order to establish a diagnosis, two conditions must be met: self-review of pedagogical practice at an individual and collective level; as well as identify and prioritize needs. The first condition is aimed at teachers being able to review the development of the pedagogical work and reflect on it; pointing out achievements, conditions for improvement and prioritizing attention to support processes. The review must be carried out through pedagogical debate and reflective communication; that guides the development of the practice; changing and innovating the actions to be developed.

In the same way, the attention to practice is based on the individual and collective level; At an individual level, teachers put into practice their respective pedagogical performance, taking into account their conceptions and training; responding to the requirements and demands of the students; collectively; teachers do not work isolated in the educational institution; they integrate an organizational structure; in which the

development of collaborative work is configured with the purpose of improving educational quality.

The review and analysis of individual practice is the second aspect that must be configured; which must be given taking into account a visit to the classroom; since in this medium the teacher will demonstrate his pedagogical principles that refer to the attention of his work; and the paradigm on which he bases his work. MINEDU (2014); points out that monitoring in the classroom is aimed at making a diagnosis; also carrying out an individualized follow-up of the teaching pedagogical practice. Through the assessment of practical action, the teacher must have reflection as a basis, which is the source of transformation. (Perrenoud, 2004).

Sunday (2014); points out that the qualification of collective practice is significant; since through it information is collected that generates a shared vision at the teaching level; on guidelines that directly affect the work they carry out. In this way, concerns and ideas can be formed and shared; specifying; where it is and where we want to go.

Bolívar (1997); manifests the review of individual and collective practices; they generate reflection on themselves; establishing which aspects should be prioritized in order to work on them; based on the requirements that must be prioritized. Prioritization should not be imposed, it should arise taking into account the need and expectations that are intended to be achieved; with the aim that the work achieves greater significance; therefore, the teacher's work is more effective. After carrying out all this work, the objectives that will direct the educational work to be developed must be established; based on the previously identified requirements, in order to be able to carry out an effective pedagogical accompaniment.

Stage 3. Action plan.

After having identified the points that must be improved regarding teaching performance; considering priorities and needs; The objectives that guide the development of the plan must be set; which must arise based on consensus and pedagogical reflection; The formulated objectives must be characterized by being measurable; achievable, challenging and above all achievable in an established period of time; also responding to teaching requirements; in such a way that it generates interest and motivation in the educational community.

Bolívar (1997); considers that the planning process is developed based on specific objectives; which will be jointly between the teacher and the companion. It must be taken into account that the actions and resources must respond to the previously identified requirements. Likewise, the actions will rescue previous experiences and will be based on reflection. Marcelo (1996); points out that actions must guide decision-making; based on the argument and theoretical and practical foundations.

Planning actions must meet three criteria; the first that the teacher participates in decision-making, of the actions that have to be developed and also being responsible for the improvement of his pedagogical practice; the second that each action that is planned must be jointly; taking into account the real context and the responsibilities of those who participate. Lastly, all actions should be oriented towards the development of pedagogical support. (Vezub , 2011).

To complete this stage, it must be taken into account that the set of all planned actions also responds to the flexibility that must be taken into account in order to achieve the processes. For this reason, the actions that direct the work together must be determined; Orientation and guidance based on reflection must be taken into account constantly; which will allow you to assume and make the best decisions; even apply some reengineering actions in the processes that must be fulfilled; in search of positive results and taking into account the evaluation of achievements.

Stage 4: Execution of the action plan.

At this stage, the proposed actions are executed; which must be developed individually and collectively. Sunday (2005); He considers that at this stage there is a link between the development of individual and cultural actions. In the individual actions it is sought to generate the reflection of the pedagogical action; in cultural actions, the power to analyze and debate in a group is sought. Achieve reflection and improvement of pedagogical practice; It implies that the companion must execute strategies that define the action plan; for which you must take into account the requirements of the teacher.

The objective that the training strategy of the practice of pedagogical accompaniment must achieve; is to achieve the development of teaching capabilities through the improvement of their practice. Marcelo (2002); considers four training modes: the first called learning from others; the second learning from others; the third learning alone and finally informal learning. The first are aimed at the development of support strategies. Maureira (2008); points out the following strategies: accompaniment in classes; development of collective workshops; and finally professional dialogue.

MINEDU (21014); considers three ways to develop a visit by the companion in the classroom visit: diagnostic; personalized advice and output. Each of them develops three moments: before the observation; during observation and after observation; The latter collects the evidence and takes into account the feedback that must be provided.

MINEDU (2019); points out that the pedagogical companion will have better results in his intervention if he takes the following into account: joint planning of a session; analysis of the class plan seeking the teacher's reflection; class observation carried out by the teacher; and finally feedback on the teacher's performance

Perrenoud (2004); considers that the reflection has as its starting point the teacher's analysis of his own pedagogical practice; for this reason the pedagogical accompanist making use of the reflective dialogue; It will encourage the teacher to reflect on the development of the different processes such as: strengths, weaknesses, decision making, improvement actions, pedagogical practice, improvement of their capacities, etc. The pedagogical accompanist participates in the classes as an observer; however, it can also intervene in the development of the classes based on the modeling strategy.

Stage 5: Evaluation.

In the development of this stage, the development of pedagogical support must be monitored; analyzing the process carried out so far and making decisions that will favor the continuous improvement of the proposal. It must be considered that the development of this stage is found throughout the conglomerate carried out; based on teaching reflection on the actions carried out; addressing the questions: what should be improved?; What should it be based on? And what needs to be improved?

It must be taken into account that evaluation is not a practice to sanction; but it must be used to train and allow the opportunity to learn; based on reflection and questioning in response to the work carried out in the development of pedagogical support. The analysis carried out in the evaluation stage has a high critical assessment that allows the progress obtained to be qualified; as well as being able to systematize the experience of the developed pedagogical practice.

Sunday (2005); points out that the work carried out by the pedagogical accompanist is very relevant; since it must facilitate the reflection of the teacher whom he accompanies; seeking for the educational situation to become a dynamic and sustainable process. This condition indicates that teachers must constantly evaluate their professional performance without taking into account the participation of the pedagogical companion. The results obtained should facilitate decision-making regarding the work being carried out; as well

as systematize the lessons learned; all of this in accordance with the development of the action plan; always focused on being able to satisfactorily achieve the objectives set.

5.5. Participation actions of the pedagogical companion.

Vezub and Alliaud (2012); They point out that the pedagogical accompaniment procedure; conditions very important actions in each of the stages described above; with the purpose of being able to achieve the empowerment of the teacher who is accompanied. From this perspective, compliance with the assigned roles is essential; which generates four intervention factors: interpersonal; pedagogical – didactic; professional development and connection with the community.

Regarding the interpersonal factor; We have that the person who accompanies must promote a climate based on respect and mutual appreciation; establishing an empathic and friendly relationship at the same time; also making the expectations known and building at the same time the actions that favor the fulfillment of the action plan to be able to attend effectively the labor development with the teacher.

The pedagogical-didactic factor is given by the condition in which the companion guides the teacher based on reflection and constructive criticism; seeking the development of their capabilities; in conducting strategies, actions and resources that facilitate student learning. The activities that are planned; They must involve the creation of academic products in the development of classes by students; providing proper feedback. The companion must guide the teacher seeking reflection on the implementation of the pedagogical practice, proposing concrete actions to improve it; In this way, we seek to train trained, reflective and autonomous teachers.

Another factor to take into account is personal development; under which the companion proposes activities that facilitate the teacher to improve their learning; In order to achieve this condition, it is necessary to determine workplaces with other teachers; promoting dialogue; communication, exposing points of view; build new knowledge; as well as the organization of workshops and training activities.

Finally, the last factor to consider is the link with the community; under which it is necessary to promote teachers to develop their capacities; seeking to transcend in the classroom; and approaching the educational community in general; seeking that everyone commits to the work carried out in the educational institution; These actions must be carried out through the development of alternative activities that are parallel to the school space.

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