

**REFLEXÃO DO PROFESSOR SOBRE O PROCESSO DE ENSINO E  
APRENDIZAGEM EM SICUANI-CUSCO**

**TEACHER'S REFLECTION ON THE TEACHING AND LEARNING PROCESS IN  
SICUANI-CUSCO**

**REFLEXIÓN DEL DOCENTE SOBRE EL PROCESO DE ENSEÑANZA Y  
APRENDIZAJE EN SICUANI-CUSCO**

Rossana Ángela Ticlla BORDA<sup>1</sup>

Doris FUSTER-GUILLÉN<sup>2</sup>

Liliana Hilda Aldazábal MELGAR<sup>3</sup>

Segundo Sigifredo Pérez SAAVEDRA<sup>4</sup>

**RESUMO:** A pesquisa visa compreender o significado profundo das experiências vividas pelos professores envolvidos, no que se refere à responsabilidade e atitude que assumem durante o processo ensino-aprendizagem. São aqueles que respeitam os ritmos de aprendizagem, utilizam várias estratégias e recursos que promovem a formação de atitudes, o desenvolvimento de capacidades; sempre promovendo a curiosidade inata pela natureza, e por sua vez, o respeito pelo lugar onde vivem. A amostra é composta por cinco professores, utilizando a anedota para coletar suas experiências, bem como a entrevista conversacional. A pesquisa foi desenvolvida a partir de uma abordagem qualitativa, método fenomenológico hermenêutico e paradigma interpretativo. As características individuais foram identificadas como: frustração, aceitação, motivação e satisfação, como parte de suas experiências e o significado do grupo ou categoria emergente. Em conclusão, foi a reflexão do professor, como processo metacognitivo fundamental para a transformação do ensino.

**PALAVRAS-CHAVE:** Reflexão docente, fenomenológica, experiência vivida, sentido.

### **Introduction**

Education is given the function of developing skills, as well as capacities through defined performances, complementing the acquisition of habits and skills related to the formation of values and attitudes essential in the human being because, according to them, it develops to be a man of good and useful to society. For Alvarez and Perez (2019), education is a way of building values and rules in a society that thinks that conflict is synonymous with violence and does not know how to transform it into an opportunity for teaching-learning.

<sup>1</sup> Universidad San Ignacio de Loyola. Email: rossan13@hotmail.com. ORCID: <https://orcid.org/0000-0001-8625-4068>

<sup>2</sup> Universidad Privada San Juan Bautista. E-mail: doris.fuster@upsib.edu.pe. ORCID: <https://orcid.org/0000-0002-7889-2243>

<sup>3</sup> Universidad César Vallejo. E-mail: aldazaballiliana@gmail.com, ORCID: <https://orcid.org/0000-0003-2481-882X>

<sup>4</sup> Universidad César Vallejo. Email: segundoperez10@gmail.com, ORCID: <https://orcid.org/0000-0002-2366-6724>

Currently, the thinking of the teacher is an essential part of the processes of transformation of teaching and the realization of education. The teaching exercise, guided only by a cognitive aspect based on content, is insufficient to address the complexity of educational processes within the classroom and intervene positively. The knowledge contained and made to be internalized seems to be clearly insufficient, since it represents a reductive vision of education in the measure that it should provide a wide horizon of integral development (LÓPEZ, 2016). A reflective process is needed to guide pedagogical practice since, currently; Peruvian education focuses on improving the quality of the teaching-learning process. Evidently, this aspiration is directly related to the teacher, not only in the cognitive aspect; but also in what is related to his or her experiences, which have much to contribute to the knowledge of educational realities (MANEN, 2003; AGUIRRE AND JARAMILLO, 2012).

The lived experience leads to a reflection of the pedagogical work done in the classroom, transcending the cognitive. Without a doubt, a conscious reflection of the pedagogical work leads to overcoming deficiencies in educational praxis. Catalán (2011) states that reflection is key in differentiating between the conception of the teacher as a technician or as a true professional. For this reason, an investigation was carried out that achieves a phenomenological approach to the experiences lived with respect to reflection; it does not seek the solution of practical problems nor does it offer causal explanations, but rather aims to apprehend the essential meanings that are implicit in daily practice. From a pedagogical approach, reflection is considered as a process that allows teachers to think about what happened, why the events occurred and what they had to do to achieve their established goals.

### **Theoretical Framework**

In pedagogy, reflection is a primordial act of the teacher, since it gives him/her the opportunity to establish an appropriate connection of the curriculum with the purposes of the sessions, in which the strategies and materials must be used appropriately. This allows us to quote Freire (1971) who maintains that true education is praxis, reflection and action of man on the world in order to transform it. Teaching reflection is a voluntary mental activity that allows teachers to think about their experiences. According to Lamas and Vargas (2016), the reflections of teachers on their practice are aimed at posing the implications of their actions for social transformation, on the moral and ethical consequences of their work in the

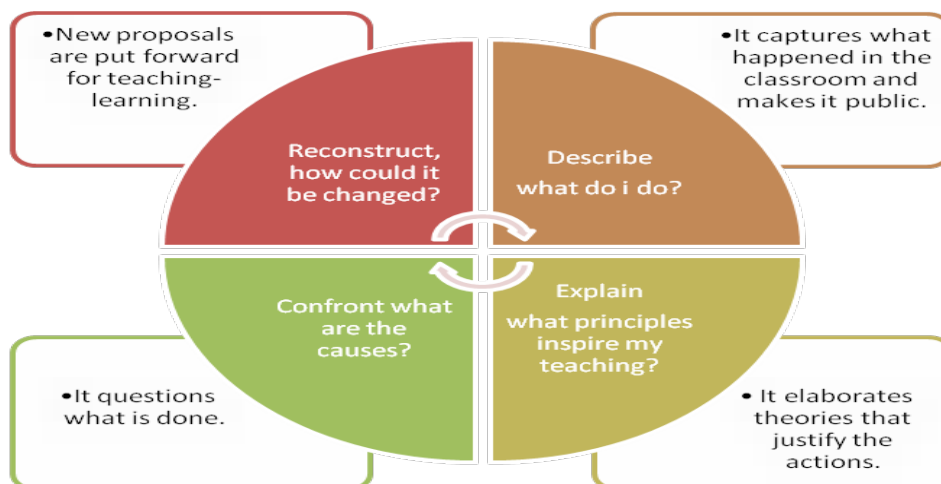
classroom. This thought and analysis of their actions allows them to propose innovative alternatives of action. For Gomes (2002), reflection is an exercise of learning, of meetings and reunions, of revision, of rethinking practice in a creative, innovative, and transformative way. It is a moment of re-evaluation, of decision making, it turns the pedagogical doing into enriching, significant, where a student and his teacher have the opportunity to develop.

The teacher's reflection becomes a fundamental piece for the transformation processes of teaching, being a requirement for the integral formation of students and a necessary act for the adaptation of the diverse educational contexts. Reflective processes strengthen teachers' knowledge as well as their understanding of diverse educational situations and an efficient, responsible and creative curriculum development.

According to Fuster, Gálvez and Pisfil (2018), reflection is fundamental in educational practice because it allows both the teacher and the student to understand the activities; it is a dialectic process between past and present actions, lived in a given moment and context. Schön (2002) states that, in reflective practice, three components are differentiated, the same ones that are dependent on each other to guarantee a rational teaching practice: The first is knowledge in action referred to the cognitive aspect; that is, it is the personal knowledge of know-how that guides human activity; the second is reflection in action that is oriented to the fact that the teacher is learning through the interpretation and analysis of his or her praxis; for this reason, the teacher organizes again what he or she does while doing it; finally, reflection on action, the one that takes place after practice, the one that allows rectifying and modifying future actions, likewise, gives rise to a constant process of teacher training, in the sense that it gives him/her the ability to go back to his/her past actions, analyze them, evaluate them, and reorient them.

In this explanatory order, Smyth (as cited in PEÑAS AND FLORES, 2005) proposes a reflective cycle that allows the teacher to understand with greater accuracy the learning of teaching, and also allows to find weaknesses, strengths and opportunities.

**Figure 1.** Smith's cycle of reflection



**Source:** Peñas and Flores, 2005.

In summary, Kemmis (1999) idea that reflection is dialectic and occurs within the thought processes and externally with the situation in which we find ourselves is very accurate; reflection guides the most internal thoughts and actions. It can be affirmed that reflection is a mental action directed towards critical analysis through which the teacher learns from the experiences lived in order to reconstruct his knowledge and allow him to make better decisions, the same ones that have a direct relation with the teaching-learning processes. For Bang (2014), the teacher's reflection favors conditions for autonomous and joint decision-making, and also stimulates the capacity for intervention in the management of social problems in their community.

Sandoval (2003) points out those teachers cannot be replaced in their work as protagonists in educational change and as reinforcers of values in students. This allows us to maintain that professional improvement, observed in the improvement of teaching, is only possible through the reflective practice of the teacher. Reflection, due to its critical nature, allows for responsible and pertinent educational practice in the development of students, becoming a tool for the permanent updating of teachers. Reflection does not occur naturally, it requires a commitment from the teacher to the extent that it becomes part of their daily work.

Reflection will allow them to sharpen their cognitive, analytical, evaluative, resolution and communication skills, and will also achieve in the teacher the breadth of mind, responsibility, and enthusiasm for their work. For Chacón (2008), the reflection during the

teaching-learning process is based, in the first place, in a reflection of the situation, of the materials and actions; it helps to question about what happens and what can be done; it should be emphasized in the development of the reflection in action; in second place, the reflection in the previous and later route of the action and, finally, to reflect on the systems and structures of the individual and collective actions, moments that, unquestionably, are interdependent and concatenated.

The reflective teacher constantly evaluates his/her educational practice and is characterized by being critical, active, motivating, responsible, with the capacity to plan, evaluate, orient, and challenge the student with the purpose of achieving his/her autonomy. All of these characteristics that evidence a reflexive process in the teacher are indispensable to develop in the student the capacity of investigation. These qualities are important because the teacher, in the course of his pedagogical work, meets students who require, circumstantially, a motivating intervention, a challenging one and certain students, a destabilizing one; they should not be given the answers so that they can discover them by themselves, actively assuming a leading role in the acquisition of new knowledge.

### **Methodology**

The present work is delimited by the qualitative approach; in addition the phenomenological hermeneutic method was used that makes it possible to understand the essential meaning of the educational experiences experienced daily. By reflecting phenomenologically, it is possible to speculate and understand primary areas of education and, thus, to include them in the examination of the complexity of human problems required by all social science. The "lived world" is nothing more than the reality in which we habitually live, the same one that we do not examine under the natural attitude, but through a not naïve look. It is the reality as we perceive it and live without entering into categories or explanations derived from science, apart from the scientific task; in other words, it is the pre-scientific dimension of life.

During the progress of the study, the methodology proposed by Van Manen in 2003 was used, which consists of the use of empirical and reflexive methods. The first ones were useful during the collection of the experiential material (lived experience). The second method allowed the analysis and determination of the essential structure of the experience obtained, which was carried out through thematic analysis (AYALA, 2008). Throughout the

process, there were four phases that allowed the research to be carried out. These were proposed by Manen (2003), Ayala (2008) and Martínez (2006).

The first phase, called clarification of the assumptions, led us to get rid of our assumptions regarding the topic (HUSSERL calls it *epoché*). These assumptions have to do with beliefs, hypotheses, conjectures and presentiments; this initial phase allows the researcher to get rid of his preconceptions, which will allow him to understand the research topic more broadly (FUSTER, 2019). Phase two, gathering the lived experience, corresponds to the descriptive part and is oriented to gathering the lived experience by means of the anecdote, which served to ask the initial questions of the conversational interview, the product of the initial anecdote, and the conversational interview was the rewriting of the anecdote. It is necessary to emphasize that this second phase is important because it is oriented towards the systematic collection and description of the lived experience, which is characterized by the conservation of the fidelity of the experience itself (FUSTER, 2019).

For phase three, reflecting on the lived experience, macro and micro-thematic analysis was used; the first allowed finding the sententious phrase that captured the meaning or importance of the text in a global way; the second allowed carrying out the detailed analysis through which a set of phrases was obtained that captured the essential meanings of the experiential material. Likewise, this stage contemplates the scientific writing achieved from the confrontation of the meanings with theoretical sources (FUSTER, 2019). Phase four, writing and reflecting on lived experience, led to the writing of phenomenological texts, first individually and then in groups (individual and group physiognomy). The phenomenological text is a description that includes behaviors, actions and, in general, the teaching experience in relation to the teacher's reflection on the educational process; It is essential to mention that, in a phenomenological-hermeneutical study, no conclusions are formulated, since it only intends to offer the reader the possibility of seeing in the experience of others his own, leaving open questions that allow him to reflect (FUSTER, 2019).

## **Results**

Currently, teachers face multiple variations present both inside and outside the schools and adjustments to the reforms required by the educational system. The reflective aptitude of teachers becomes fundamental because it allows the adaptation and improvement of their practice in a new, variable and complex world.

I teach the specialty of Mathematics in the educational institution Túpac Amaru II of Qquehua; but, in view of the fact that our school is small and does not reach the hours, I have been complementing it for several years with hours of the area of Science, Technology and Environment; last year (2014), I opted to teach the area to first grade students. (Taken from paragraph 1) Gaetana U.T.1.

Undoubtedly, our country is immersed in a great number of challenges and problems in education; consequently, teachers must be committed and involved in this process of continuous improvement and renewal through their theories and reflections. When analyzing what we mean by pedagogical reflection, we must understand it as the process that enables teachers to reanalyze their pedagogical practice in order to critically evaluate their actions and the teaching of their students.

During the development of the program, I had the opportunity to conduct a session on the water cycle; I conducted it, I motivated them, I gave them a card on the subject and they made a conceptual map and presented it; in theory, it was perfect; but I meditated and told myself that something was missing. (Taken from paragraph 3) Lynn U.T.3.

Every effort to develop the student's aptitudes and potential is valuable; therefore, it is relevant that the teacher has critical capacity when evaluating his or her performance, since the teacher who is predisposed to change has a determining function when facing the constant variations of Peruvian education. The reflective teacher, when analyzing his experiences, must recognize both his qualities and his deficiencies in order to identify what changes he must make to perfect his teaching work.

The students prepared the food, but they did not find out the nutritional value of each of its ingredients, they only explained the preparation process; at that moment, I realized that there was a small oversight on my part; but I took this small inconvenience to look for a way out, for that, although I was a little ahead in my programming, I prepared a learning session on organic biomolecules taking advantage that we were looking at the periodic table that corresponds to the third year. (Taken from paragraph 3) Carl U.T.2.

As a result of reflection, the teacher tries out multiple methods in order to achieve full development. This generates in the teacher the need to identify both successes and weaknesses and, at the same time, to be able to solve problematic situations. Reflection is the questioning of acting and experiencing concern and interest about it. This process facilitates obtaining new perspectives that generate favorable acts for the pedagogical development.

In the town, there is little access to the internet, in addition, parents and management do not support when it comes to leaving jobs outside of class,

so I had to use additional strategies to arouse interest in fulfilling the work, I promised to talk to some teachers to also consider this work with extra points. (Taken from paragraph 4) Carl U.T.1.

This experience reflects on a primary element for an optimal execution in the teaching work: the interest that it has in achieving favorable results. It is in function of their interest that teachers are immersed in a continuous process of thinking about improving their educational work. This reflection is evidenced when the teacher evaluates his pedagogical performance meditating on it, which allows him to make opportune modifications; it is also evidenced by the interest shown by the teacher in his actions, all of which empowers him to propose new educational strategies and achieve purposes.

The reflective teacher has a profile that integrates multiple competencies, for example, is active, has a critical attitude, induces the teacher to participate, creates an environment that motivates, participates during action proposals, plans his actions, constantly evaluates his work, values his students, helps students to develop autonomously. Planning is organizing in advance, making decisions based on a projection of diverse possibilities. The reflective teacher plans the purpose, objective and goals that he expects his students to achieve from the learning conditions provided and the elements involved, all of which leads him to understand what to do, to develop strategies and how to use his resources to achieve his goals.

I prepared the learning session in advance and on the right day I started asking why this topic is being developed, what is thermometry? After reading the card, we identify that the body temperature of an adult is 37°C of a child 36°C and we ask ourselves: if the body temperature is higher than 37°C, what would happen? They answered that we would have a fever and if it is over 40°C then it produces damage to the neurons, causing hallucinations, convulsions and even irreversible damage. If the body temperature is less than 36°C, what would happen? It produces lethargy, cardiac arrest, hypothermia and death. (Taken from paragraph 2) Gaetana U.T.2.

The professional and personal growth of teachers is possible through awareness of their actions, which means entering a process of reflection. Planning is an evidence of this process, so adequate planning needs a reflective teacher who judges each stage of planning to be adequate and timely. The Peruvian Ministry of Education, through the Good Teaching Performance Framework, proposes the characteristics, competencies and performance that the country's teachers should exhibit, among them, proposals and projects that seek to link student needs with teaching.



The excessive consumption of junk food by the students had been observed, so we decided to present a project to the Management. (Taken from paragraph 2) Carl U.T.1.

Without a doubt, the active, participative and innovative role of the teacher in proposing solutions to certain problems is a necessity since his rational and sharp reasoning will allow him to choose the most adequate forms to the existing needs. An adequate teacher's performance evidences an eminently reflexive process in which he or she self-evaluates his or her performance and judges if the use of methods, strategies, and resources is adequate.

When I saw that I had succeeded in capturing their attention and participation, I felt satisfied. This time they did understand me and I realized that we must constantly change strategies so that the students can assimilate better; the truth is that from that day on, I changed my way of teaching. (Taken from paragraph 4) Sallie U.T. 4.

The critical action of the teacher allows identifying successes in their work and experiencing rewarding moments that lead to positive conclusions in improving the educational development of their students. Motivation is a substantial part of teaching-learning. Students who are not motivated lack the willingness to make an effort to learn. Motivation is an act of personal interest produced by a need, which interferes with their state of balance causing dissatisfaction which leads the individual to a state of action aimed at achieving balance again.

The day arrived, we went outside the classroom to observe the lagoon and I asked what do you see? What happens when the sun heats the surface of the lagoon? Why are there clouds? I saw them attentive and even more so when they turned on the stove and put the water to boil; at first, they did not cover the pot and observed the steam rising, in that I told them what happens if they cover it, well, they covered it and there they observed that the steam stayed on the lid and when it got cold they lifted the lid and the drops fell in that moment they made the comparison with the lagoon. During this session, there was more participation and I saw the enthusiasm, I felt happy because I saw that my students learned. (Taken from paragraph 6) Lynn U.T.4.

With these experiences, it is corroborated that to achieve in the students the interest to learn is without a doubt a complicated task, knowing in addition that they are not motivated in the same way. It is there where the reflective action of the teacher allows choosing and carrying out activities that involve more participation of the students, having as a starting point their interests to link them with the learning objectives.

The importance of the recognition in the measure that this one has an immediate effect in the student, with alone a gesture, a word that values his effort the teacher "touches" the

person of the student and for many of them it can mean a transcendental instant in his life. The knowledge of being recognized and valued in his effort can constitute an incentive in the making of difficult decisions and, in the same way, can achieve in him a change in the vision of himself allowing him to find diverse paths of development.

Currently, I am a teacher in the area of Science Technology and Environment and I encourage children to do modest work, but with a scientific foundation, I try to strengthen them emotionally, I emphasize how much their work is worth, I try to teach them to discover how valuable their work is to the extent that they have applied their creativity; in other words, I encourage them not to give up and to continue. (Taken from paragraph 7) Stephen U.T.4.

Every moment of effort is remarkable if it is what the student can do. The teacher's inclination to maintain the spirit of inquiry in his students allows him to internalize the importance of recognizing and valuing the dedication, interest, and creativity of his students. These evidences lead to highlight the transcendental role of the reflective teacher as an indispensable entity for the true recognition. The autonomy of the student is inevitably linked to the teaching task, the teaching role is to assist the student in making decisions, as well as to provide adequate opportunities for them to build their learning, for which it is indispensable that the students are committed and involved in the construction of their knowledge.

The students had understood the importance of researching and experimenting, but done on their own initiative without the teacher's direction and those is a great satisfaction and makes me proud as a teacher and give my best for them. (Taken from paragraph 6) Carl U.T.3.

The activities that promote the autonomy of the student lead the teacher to experience professional satisfaction in achieving cognitive autonomy in their students, which allows them to grow permanently. In this frame, it is evident the importance of the reflective teacher as an agent that generates an adequate choice and planning of activities that lead to the proposed end: to promote autonomy. In short, we can ratify that the ideal profile of the reflexive teacher conceives a teacher that anticipates and organizes his actions adequately, that gets involved and raises innovative actions, that constantly evaluates himself, that creates motives that from the interior impel the student to the action, that promotes the autonomy in the investigation and, essentially, that values the students' effort.

As for the characteristics of reflection, it could be said that it is a metacognitive process, they are judgments that one makes to oneself and to others to assume a position. In

order to achieve an authentic reflection, it is necessary to have "time to think", which involves having a space and, above all, a time for teachers to have the opportunity to meet, share experiences, deliberate and analyze both successful and failed actions, and together, generate ideas that allow them to overcome difficulties.

Talking with colleagues and talking about our sessions, I commented that I worked on the water cycle and they told me if I did any practice and I answered no. Another colleague commented, "For it to be meaningful learning and for students not to forget that lesson, you must do an internship. And that really left me with a question. (Taken from paragraph 4) U.T. 3 Lynn.

In essence, this capacity to think critically in order to reach conclusions requires a joint effort where conclusions are drawn from the individual opinions of the members. This form of reflection allows us to have a broader view and to question in depth the topics of interest. All the above-mentioned induce to highlight the importance of reflecting; but this must be done in team to be more fruitful. By way of synthesis, the position is reinforced that the main characteristic of reflection is the exchange of educational experiences in adequate spaces and with adequate time.

As for the types of educational reflection, it can be said that being a reflective teacher demands qualities; Dewey manifests that the reflective being is not the one who is pleased with his thoughts; but it is to be logical, cautious and with a great capacity to deliberate. Reflection is the search for intelligent acts based on will, responsibility and enthusiasm. Reflection only occurs at those moments when the teacher thinks over his experiences, about what he did, what he could have done or about future actions. Reflection is synonymous with thinking more about deliberation, decision making and proposing alternatives.

Reflection before action: refers to the time when the teacher meditates and makes decisions from a pedagogical perspective, on how to solve the various difficult situations that arise. Hence, the preparation of classes in advance is vital, if there is no advance planning, one is not prepared to adequately guide the teaching-learning process.

Like the previous meetings, one Thursday, I prepared the photosynthesis session with a video, a drawing and an explanation from me; but the experiences of the previous sessions made me feel bad about myself, I felt that I was not applying the didactics properly, I am the one who is failing! and I asked myself: how do I do it? (Taken from paragraph 2) Sallie U.T.2.

In this experience, the importance of early reflection is discovered, which allows us to anticipate action through planning where orderly ways can be designed to achieve the development of inquiry through the mobilization of skills, capabilities and resources.

*Reflection during action:* it is characterized by micro decisions where there is not enough time to meditate and it has to be done to conduct the next step. In other words, it involves responding in the most appropriate way to problematic circumstances at the moment they occur; these responses (decisions) will be guided by practical and theoretical principles.

I entered the classroom and when I saw them it was as if someone had given me the idea at that moment and I told them that today we are going to do something different, I chose some students, you are going to be the leaves, here it will be the root, this part will be the stem, and within the explanation process I spoke to them in Quechua, because they also handle the language, they liked that I used the Quechua, all attentive, with the little ears well stopped, I saw them enthusiastic, they asked and answered in chorus and aloud, they made a graph and explained in groups the photosynthesis; During this process, I observed that everyone was participating. (Taken from paragraph 3) Sallie U.T.3.

The teaching task is the most beautiful, but at the same time, the most complicated since teachers are constantly exposed to problematic situations, in which they must decide in moments the next step; many times, these decisions imply to leave the programming. The importance of the teacher's reflective capacity is reflected in essence because it is immediate and occurs in the face of a given situation. Reflection allows us to learn from it and, at the same time, to modify our actions.

*The action requests contact in pedagogical situations:* throughout the text, it is manifested that the teacher must think critically about the most effective way to achieve learning; but pedagogical situations do not allow the teacher to go away and reflect in order to analyze the situation and make the best decision; the pedagogical moment needs the teacher to act instantly, this action could be similar to the previous one; but it should not be forgotten that reflection requires time.

I formed five groups and gave each one a thermometer, they had to measure the temperature of their classmates and write them down on a chart, at first they had trouble visualizing the mercury that marks the temperature so I had to help them, then they helped each other and then they did it alone and made comparisons between the temperatures they had, the session went very well as everyone participated. (Taken from paragraph 2) Gaetana U.T.2.

It is evident that teachers, when observing some difficulty in students, do not move away, rather they reflect on what to do and act in the instant based on their experience; that is, teachers decide in instants the best way to act without wasting time. In fact, when this almost instantaneous action takes place, sometimes mistakes can be made, and it is only after the reflection that the teacher observes them; the teacher is able to find the mistakes, admit them and speak openly with the student.

*Reflection on the action:* it is eminently reminiscent, it allows the teacher to bring to his memory the actions performed; but without having the pressure to emit an immediate response, it gives diverse possibilities to understand his own practice. Basically, it answers the question: What should I have done? This opens up the option of deciding how you want to be.

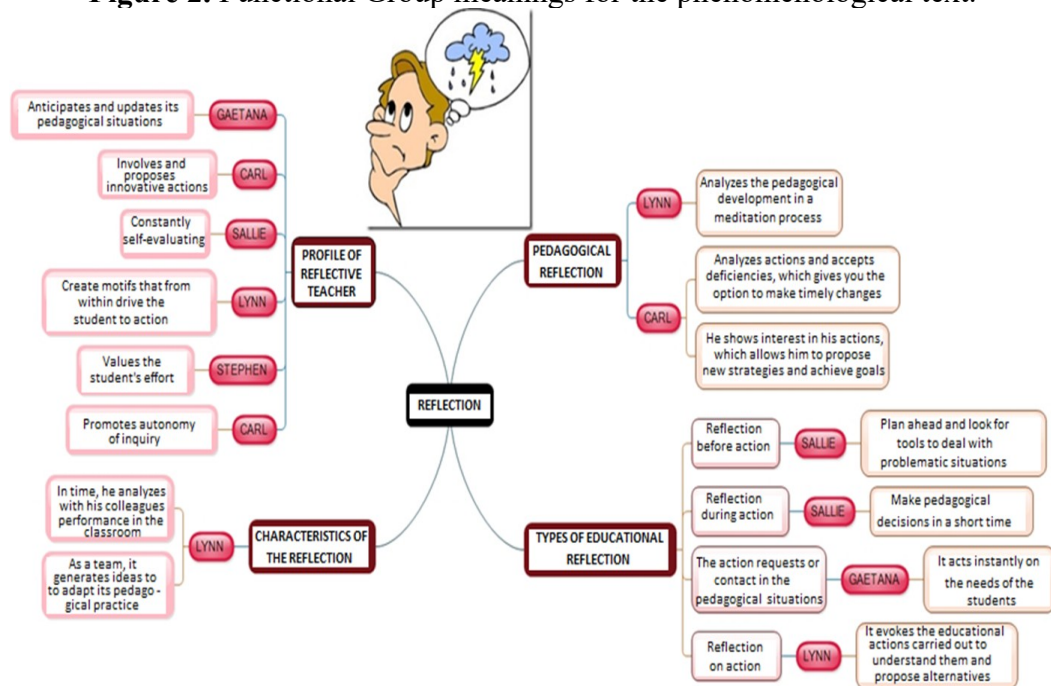
On the way out, thinking about the realization of this lesson, in the car, looking out the window, I observe the immense gap that Laius has and there it comes to my mind for the next lesson to complement this session with a little practice with my students. (Taken from paragraph 5) Lynn U.T. 3.

In this sense, the mental process that teachers carry out is extremely indispensable to achieve a real development of competencies in students. The decisions that teachers make in relation to pedagogical moments will define the learning situations that are offered to students to generate diverse occasions to confront their beliefs with the facts.

Reflection, as it has been said, is not only thinking; but thinking critically in order to make timely decisions. Reflective teachers are participatory, motivating and, above all, critical of their practice; before, after and during the educational activity they carry out reflections using their logical, rational, creative and intuitive thinking in order to elevate their educational practice day by day and thus achieve the development of the students.

Finally, we can summarize that the four types of reflection are evident in the pedagogical work when the teacher plans in advance and looks for tools to face problematic situations, when he or she makes pedagogical decisions almost immediately, when he or she acts instantly in front of the students' needs and when he or she evokes the educational actions carried out to understand them and to propose alternatives that improve their development.

**Figure 2.** Functional Group meanings for the phenomenological text.



Source: Gonzales, 2015.

## Discussion

The most significant thing in relation to the theme of pedagogical reflection is manifested in individual and group thought, with the exchange of experiences that allow the generation of ideas and conclusions to improve their educational practice in teams. It agrees with Gonzales (2015), who points out that reflection should be carried out together, leading to coordinated and team work, offering a better and more productive teaching.

These statements are corroborated by Garate (2011) and Rodriguez (2013), who point out that reflection should take place in a collaborative environment, of emotional support, of trust and discretion, where teachers take part in a process of improving their practice, which implies sharing their positive and negative results. Likewise, Alberca (2011) mentions that spaces for reflection should be provided within schools, which favor reflective processes, since awareness and reflection processes are not acquired overnight, but require a social environment that facilitates them.

For this reason, it is affirmed that pedagogical reflection is an act of both individual and collective meditation, carried out in an atmosphere of trust and exchange of experiences that allow teachers to improve their pedagogical practices.

These reflective processes require a time that the school should provide since they are not acts that are assumed instantly; but rather they require a process and an adequate context. This is supported by the words of Dewey (as quoted in SERRANO, 2005), who affirms that reflective thinking is achieved by questioning ideas already conceived; in this line of thought, Halartegaray and Alcalay (2007) add that, for appropriate reflection, the teacher needs "time to think" which implies providing adequate time, in which teachers can meet to analyze successful practices, the failures and failures of others and together devise improvement plans.

#### **TEACHER'S REFLECTION ON THE TEACHING AND LEARNING PROCESS IN SICUANI-CUSCO**

**ABSTRACT:** The research aims to understand the deep meaning of the experiences lived by the involved teachers, in terms of the responsibility and attitude which they assume during the teaching-learning process. They are those who respect the rhythms of learning, use various strategies and resources that promote the attitudes formation, the capacities development; always promoting the innate curiosity for nature, and in turn, the respect for the place where they live. The sample is made up of five teachers, using the anecdote to collect their experiences, as well as the conversational interview. The research was developed from a qualitative approach, hermeneutical phenomenological method and interpretative paradigm. Individual features were identified as: frustration, acceptance, motivation and satisfaction, as part of their experiences and the group meaning or emerging category. In conclusion, it was the teacher reflection, as a fundamental metacognitive process for the transformation of teaching.

**KEYWORDS:** Teacher reflection, phenomenological, lived experience, meaning.

#### **REFLEXIÓN DEL DOCENTE SOBRE EL PROCESO DE ENSEÑANZA Y APRENDIZAJE EN SICUANI-CUSCO**

**RESUMEN:** La investigación tiene como objetivo comprender el significado profundo de las experiencias vividas por los docentes involucrados, en términos de la responsabilidad y actitud que asumen durante el proceso de enseñanza-aprendizaje. Son quienes respetan los ritmos de aprendizaje, utilizan diversas estrategias y recursos que promueven la formación de actitudes, el desarrollo de capacidades; fomentando siempre la curiosidad innata por la naturaleza y, a su vez, el respeto por el lugar donde viven. La muestra está formada por cinco profesores, utilizando la anécdota para recoger sus vivencias, así como la entrevista conversacional. La investigación se desarrolló desde un enfoque cualitativo, método fenomenológico hermenéutico y paradigma interpretativo. Se identificaron características individuales como: frustración, aceptación, motivación y satisfacción, como parte de sus vivencias y el significado grupal o categoría emergente. En conclusión, fue la reflexión docente, como proceso metacognitivo fundamental para la transformación de la enseñanza.

**PALABRAS CLAVE:** Reflexión docente, fenomenológica, experiencia vivida, significado.

#### **REFERENCES**

AGUIRRE, J. Y JARAMILLO, L. (2012). Aportes del Método Fenomenológico a la investigación educativa. *Revista Latinoamericana de Estudios Educativos*, 2(8), 51-74

ALBERCA, R. Y FRISANCHO, S. (2011). Percepción de la reflexión docente en un grupo de maestros de una escuela pública de Ayacucho. *Educación*, 20(38), 25-44.

ÁLVAREZ, A. Y PÉREZ, C. (2019). Educación para la paz: aproximación teórica desde los imaginarios de paz. *Educación y Educadores*, 22(2), 277-296. DOI: <https://doi.org/10.5294/edu.2019.22.2.6>.

AYALA, R. (2008). La metodología fenomenológico-hermeneútica de M. van Manen en el campo de la investigación educativa. Posibilidades y primeras experiencias. *Revista de Investigación*, 26(2), 409-430.

BANG, C. (2014). Estrategias comunitarias en promoción de salud mental: Construyendo una trama conceptual para el abordaje de problemáticas psicosociales complejas. *Psicoperspectivas*, 13(2), 109-120. <https://dx.doi.org/10.5027/psicoperspectivas-Vol13-Issue2-fulltext-399>

CATALÁN, J. (ed.) (2011). *Psicología educacional. Proponiendo rumbos, problemáticas y aportaciones*. La Serena, Chile: Editorial Universidad de La Serena

CHACÓN, M. (2008). Las estrategias de enseñanza reflexiva en la formación inicial docente. *Educere*, 12(41), 277-287.

FREIRE, P. (1971). *La educación como práctica de la libertad*. Uruguay: Tierra Nueva

FUSTER, D., GÁLVEZ, E. Y PISFIL, E. (2018) Estudio fenomenológico: la confianza docente en la práctica pedagógica. *UCV - Scientia* 10(1), 93-98.

FUSTER, D. (2019). Investigación cualitativa: Método fenomenológico hermenéutico. *Propósitos y Representaciones*, 7(1), 201-229. <https://dx.doi.org/10.20511/pyr2019.v7n1.267>.

GÁRATE, C. (2011). *Los talleres de reflexión pedagógica una realidad difícil de llevar a cabo*. (Tesis de maestría) Universidad de Chile, Chile.

GOMES, P. (2002). El educador reflexivo: notas para la orientación de sus prácticas docentes. *Educar*, 30, 57-67.

GONZALES, G. (2015). *Evolución de la identidad profesional de un docente novel de educación física: análisis a partir de la reflexión de sus experiencias personales y de su propia práctica*. (Tesis doctoral) Universidad de Valladolid, España.

HALCARTEGARAY, M. Y ALCALAY, L. (2007). *Talleres de reflexión pedagógica*. Valparaíso. UC. Recuperado el 28 de setiembre de 2015, de [http://valoras.uc.cl/wp-content/uploads/2010/10/taller\\_reflexion\\_pedago.pdf](http://valoras.uc.cl/wp-content/uploads/2010/10/taller_reflexion_pedago.pdf)

KEMMIS, S. (1999). “La investigación–acción y la política de reflexión”. En: Perez Gomez, Barquin & Angulo (eds.). *Desarrollo profesional del docente: política, investigación y practica*. Madrid: Akal, 95–118.



- LAMAS, P. Y VARGAS, J. (2016). Los niveles de reflexión en los portafolios de la Práctica Pre Profesional Docente REDU. *Revista de Docencia Universitaria*, 2016, 14(2), 57-78.
- LÓPEZ, E. (2016). En torno al concepto de competencia: un análisis de fuentes. *Profesorado. Revista de Currículum y Formación de Profesorado*, 20 (1), 311-322.
- MANEN, M. (2003). *Investigación Educativa y Experiencia vivida. Ciencia humana para una pedagogía de la acción y de la sensibilidad*. Barcelona: Idea Books
- MARTÍNEZ, M. (2006). *Ciencia y arte en la metodología cualitativa*. Mexico: editorial Trillas.
- PEÑAS, M. Y FLORES, P. (2005). Procesos de reflexión en estudiantes para profesor de matemáticas. In: *Enseñanza de las Ciencias*, 23, 5-16.
- RODRIGUES, R. (2013). *El desarrollo de la práctica reflexiva sobre el quehacer docente, apoyada en el uso de un portafolio digital, en el marco de un programa de formación para académicos de la Universidad Centroamericana de Nicaragua. (Tesis doctoral) Universidad de Barcelona, España*.
- SANDOVAL, P. (2003). *Perfil del docente Peruano*. Lima: Consejo Nacional de Educación.
- SCHÖN, D. (2002). *La formación de profesionales reflexivos. Hacia un nuevo diseño de la enseñanza y el aprendizaje en las profesiones*. Barcelona: Paidós.
- SERRANO, J. (2005). Reseña de "Cómo pensamos. Nueva exposición de la relación entre pensamiento reflexivo y proceso educativo" de John Dewey. *Revista Intercontinental de Psicología y Educación*, 7(2), 154-162.

**Submetido em:** Maio/2020.  
**Aprovado em:** Novembro/2020.  
**Publicado em:** Dezembro/2020.

**\*\*Como referenciar o artigo:**

BORDA, R. Á. T., FUSTER-GUILLÉN, D., MELGAR, L. H. A., SAAVEDRA, S. S. P. Reflexão do professor sobre o processo de ensino e aprendizagem em Sicuani–Cusco. **Nuances: Estudos sobre Educação**, Presidente Prudente-SP, v. 31, pc142020, p.396-412, jan./dez. 2020, ISSN: 2236-0441. DOI: 10.32930/nuances.v31i0.8334