ACTIVE METHODOLOGIES TO IMPROVE THE TEACHING-LEARNING OF TEACHERS IN COMMUNICATION IN AN EDUCATIONAL INSTITUTION

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Abstract

In the last decades, there have been significant transformations in education at a global level, generating reforms in the educational systems that include adjustments in the curricula, so that the changes produced in education driven by an improvement in the educational processes allow implement new methodologies for its development such as active strategies. The present study has sought to analyze the active methodologies being these new ways of teaching and that is not applied by teachers, so this study has the objective of developing a training plan based on active methodologies to improve the teaching-learning processes around Communication in the teachers of an educational institution in the district of Paita, Piura region 2023. The study has a qualitative approach, the design is Action-Research, obtaining the teaching-learning processes as the first category, and the methodologies as the second category. active, and as a third category the effects of the training plan, intervening as participants, 4 teachers from the Communication area of the secondary level of the district of Paita. The result was the elaboration of a training plan based on active methodologies to improve the teaching-learning process around Communication in the teachers of an educational institution in the district of Paita, Piura 2023 region. This was achieved thanks to the predisposition and commitment of the participating teachers, and it is concluded that the implementation of the training plan has achieved a positive impact for the improvement in their teaching-learning process.

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1. Introduction

These changes have prompted the adoption of novel approaches in classroom dynamics (Ambrosio, 2018). Evolutions that have manifested themselves in two main dimensions: firstly, in the organizational field, towards changes in the structure, and, secondly, in the cognitive plane, there have been paradigm changes in relation to educational theories (Cargua et al., 2019). Hence, with active methodologies they seek to promote independence in learning, focusing on the student as the protagonist of the educational experience, which promotes their creativity, critical and reflective thinking to facilitate problem solving, transforming them into an active participant in their process. of learning (Peralta and Guamán, 2020). The implementation of approaches based on active methodologies stimulates a motivating attitude towards learning, exploring innovation and new ways of acquiring knowledge. In addition, it encourages the teacher to explore new constructivist pedagogical approaches to facilitate meaningful learning (Defaz, 2020).

One of the areas that stands out as a special problem in terms of learning achievements is the field of communication. In the context of Peru, according to the Ministry of Education (2022), the country is ranked 64 out of 77 nations evaluated in the reading ranking of the PISA evaluation. In addition, in relation to the results obtained in the ECE test prior to the pandemic in 2019, there were low indicators at the national level, as reflected in the data: for the second year of secondary school, the percentages were 17.7% at the level prior to the start, 42% at the initial level, 25.8% at the level in process and 14.5% at the satisfactory level according to MINEDU (2019).

Although no research has been carried out at the national level in recent years, it is undeniable that in the context of the Covid-19 pandemic, educational institutions have faced setbacks in the advances that were previously being made to improve these figures. In the case of the educational institution under analysis, located in the province of Paita, the results obtained from the diagnostic evaluation at the secondary level were the following: In the "Reading" skill, 40% were identified at the level of start, 40% in process and 20% at level achieved. Regarding the

"Writing" competence, 43% were observed at the beginning, 32% in process and 25% achieved. On the other hand, at the primary level, the following results were collected: In the "Reading" skill, 35% were reached initially, 27% in process and 38% achieved. Regarding the "Writing" competition, 42% were registered at the beginning, 25% in process and 33% achieved. (MINEDU, 2019).

After detecting that the teachers did not apply adequate didactic methods in the area of Communication, generating difficulties in the students to develop communication skills, an improvement plan was implemented that included monitoring and accompaniment to the teachers. In addition, innovative constructivist methodological approaches were introduced in order to enhance students' communicative learning. Promote a deep reflection around the theories that help to clarify the context provided by active methodologies to improve the teaching-learning process. Among these theories are constructivism, collaborative learning, connectivism, experiential learning, among others.

Likewise, this study could have an impact on educational management, which would seek to incorporate these new methodologies into strategic documents such as the Institutional Educational Project (PEI) and the Annual Work Plan (PAT). In this way, innovation in educational practices would become an integral and permanent part of the institutional dynamics, involving all members of the educational community in this process of change.

With what was proposed, the objective was to develop a training plan in active methodologies to improve the teaching-learning processes of teachers of an educational institution in Paita, Peru. The design of the plan can be adopted in other institutions and serve as a basis for future studies. The initiative seeks to enrich teaching skills to enhance their abilities and better prepare students for the workplace, generating critical, reflective and creative thinking. The levels of use of active methodologies were initially analyzed and then the training plan in the Communication area was applied and evaluated, reflecting on its effects on teaching practice.

From the contribution of several authors, active methodologies in education are described as those that promote autonomy, self-regulation and learning management in students, awakening their

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motivation and interest to develop research skills and critical, creative and analytical thinking (Cañas, 2017; León-Díaz et al., 2020; Jiménez, 2018). Among the main ones are: project-based learning, problems, challenges, gamification, cooperative, flipped classroom, service, case method and contracts (León-Díaz et al., 2020; Genes et al., 2017; Hernández-Ortega et al. al., 2021). They encourage the student to discover their learning style (Jiménez, 2018), become decisive and generate new ideas (Zúñiga et al., 2017). Teaching-learning procedures imply an interaction between teacher and student to exchange and share knowledge (Hernández & Infante, 2017).

The teaching-learning procedures are based on an interconnected communicative process between teachers and students, who share experiences and experiences in an environment of constant interaction (Curiel et al., 2018). Through this persuasive, reflective and creative communicative process, it seeks to achieve comprehensive training through the development of skills in students. Action research makes it possible to analyze these communication procedures from a socio-critical approach, to promote a holistic education (Loza et al., 2021).

This study is based on a nuance of constructivist theories, a precursor of several theorists, including Piaget's, as cited by Tigse (2019), maintains that the student occupies a central role, while the teacher plays the role of guide and facilitator in the learning process. teaching-learning process. This perspective introduces new ways of thinking and connecting new knowledge with the student's previous knowledge. In addition, learning arises from social interactions and practices in the environment in which the individual operates. In this context, Vargas & Acuña (2020) point out that, in the field of education, a constructivist perspective categorically rejects mere memorization, mechanical repetition of ideas, evaluation based on objective evidence and the passive transmission of content, where the receiver acts as a simple receiver of information.

Likewise, the theory of collaborative learning maintains that the acquisition of knowledge arises through social interaction through collaboration in group activities, where individuals relate to each other, share experiences and objectives. The latter are achieved through active cooperation to reach a shared purpose. This approach also enables students to exercise positive leadership, demonstrating responsibility and teamwork. (Jimenez, 2021).

Following the same perspective, Guerra et al. (2019) indicate that this theory reinforces the notion of reciprocity in the learning process, where it does not remain static, but rather flows among all members of the participating group. There is always something valuable to learn from the other, since each individual contributes to enrich the knowledge, and none acts independently.

Another relevant theory is connectivism, proposed by Siemens and Downes as mentioned by López & Escobedo (2020). This theory is based on the digital field, in line with the information age. It stresses the importance of integrating Information and Communication Technologies (ICT) and Learning and Knowledge Technologies (TAC) using various digital tools and virtual platforms. The latter encourage the creation of virtual environments that are considered essential and beneficial to achieve effective learning.

The theory of cognitive development formulated by Piaget, as cited by Monsalve (2018), maintains that human behavior is shaped by its cognitive evolution, which progresses in stages that reflect its intellectual maturity. In this same line of thought, Arias et al. (2017) emphasize that it is unfeasible to request more advanced cognitive acquisitions from an individual if they lack the mental maturity or level of development necessary for it.

Another relevant approach is the pedagogy of liberation, proposed by Paulo Freire, which provides relevant theoretical support for the implementation of active methodologies for the area of Communication. Because it encourages teachers to create spaces for dialogue and critical reflection with students on communication issues in their context, to take advantage of student errors as learning opportunities instead of sanctioning them, and to encourage students to confront communication perspectives to create new knowledge and to critically question the discourses and pre-established ideas about the communication discipline (Guzmán 2017). Obtaining human freedom is achieved through access to knowledge, which focuses on the critical analysis of reality through dialogue and deep reflection. The role of the educator, as a guide in the teaching-learning process, is to encourage criticism

and create the propitious circumstances for a more detailed examination of reality, exhaustively and impartially.

2. Materials and Method

The study adopted an applied approach, since it designed a training program with the purpose of strengthening the skills of educators in the field of Communication, based on a diagnostic analysis. In this sense, using scientific knowledge, it was possible to address a specific and previously identified demand (CONCYTEC, 2020).

This study was carried out following the Action-Research design, since the educators involved participated in an investigative process and played an active role in identifying a problem and proposing a beneficial solution. This proposal generated a positive change in educational practice (Guevara et al., 2020). Approach that represents a way of examining, rethinking, and transforming teaching practices applied in specific situations and within a particular research context (Romero-Rodríguez et al., 2019). The steps of the Action-Research design are presented in figure 1. One of the most outstanding participatory versions that contemplates the following stages.

Figure 1: The Cyclical Process of Action Research.
Fuente: (Susman & Evered, 1978)

Diagnosis: In this stage a problem is identified and a deeper analysis of it is carried out. Formulation of the action plan: During this phase, a detailed plan is created based on the previous diagnosis. Here are outlined the actions to implement to address the problem.

Implementation of the action plan: The planned activities are executed, making sure to use all the necessary resources. The focus is not only on execution, but also on constant monitoring of actions. Evaluation and interpretation of the action plan: The execution of the plan is evaluated and analyzed, comparing what was planned with what was carried out. It reflects on whether or not the implemented actions contributed to solving the problem.

Reflection on the process: In this phase, a final reflection on the lived experience is carried out, examining the lessons learned, the knowledge acquired, possible future solutions and other relevant aspects.

The educational entity is in the upper area of Paita-Peru known as the "City of the Fisherman" has initial, primary, and secondary levels. It has 100 teachers and 1,752 enrolled students. The primary level has 44 classrooms and the secondary 34 classrooms, totaling 1,835 students. The address has a director, 4 assistant directors, two in primary and 2 in secondary, and coordinators by cycle/area, who complete 30 hours as teachers.

Because the town is a port city, most of the parents are engaged in fishing and the fishing industry. Approximately 80% only completed high school, which translates into a limited cultural level and less emphasis on the academic progress of their children.

The study was carried out with a sample of 4 Communication teachers at the secondary level of the educational institution located in Paita, Piura. The interview was used as a method to collect data through a validated guide based on bibliographic review. The methodological process included the formulation of the problem, objectives, justification, and background review. For the qualitative analysis, categories and subcategories were identified. Data were obtained by systematic search in journals indexed in databases, Scopus, Scielo, EBSCO, Google Scholar, and Web of Science. The search focused on research on active methodologies aimed at improving the teaching and learning processes of the last seven years. applying inclusion and exclusion criteria. The sample of teachers selected, the interview method applied, and the bibliographic review process carried out to guarantee the methodological rigor of the study are relevant (Useche et al., 2019).

3. Analysis and Discussion of Results

During the months of March to April 2023, the present study was carried out with the participation of a total of 4 educators. These professionals were an integral part of the research, due to their role in this inquiry of an applied nature, which was developed following an action research approach. Throughout the entire action plan process, teachers were actively

involved, despite facing moments of occasional discouragement due to their workload. At the end of this stage, a series of semi-structured interviews was conducted with each of the participants, with the purpose of compiling the results achieved in the study.

The educators were part of the training program focused on dynamic pedagogical approaches in a total of 6 meetings. The first 4 sessions lasted 4 hours each, while the last two lasted 3 hours. In the first session, an overview of active methodologies and the theories that support them was presented. In the second session, the concept of the flipped classroom was explored. In the third, cooperative learning and case studies were addressed. In the fourth, problem-based learning and project-based learning were analyzed. The fifth session focused on service learning, and in the last session, a reflective conversation was held to share experiences related to the implementation of the active flipped classroom methodology. In addition, agreements were established aimed at adjusting in order to obtain positive results.

The results were generated by contemplating the previously established objectives, as well as the categories derived from the data analysis. In relation to the general purpose of designing a training program, based on active methodologies, to enhance the teaching-learning process in the field of Communication in educators of an educational institution in the district of Paita, Piura region, in 2023, the participants expressed that the training plan has resulted in positive improvements in their teaching and learning methods, contributing to the general improvement of their pedagogical approaches.

In order to achieve the development of the objective of this investigation, the application of active methodologies must be described to promote teaching-learning processes in the field of Communication, the category "teaching-learning processes" was established, with the subcategory "curricular execution". as shown in figure 2.

Figure 2: Teaching Processes and Curricular Execution

The participants agreed that active methodologies contribute to the development of skills and give students a central role in the development of classes. The implementation of these methodologies has led to improvements in the teaching-learning processes, since various didactic strategies have been incorporated into the execution of the curriculum, the same ones that have boosted the motivation and interest of students in learning, also promoting the collaboration and teamwork with the shared assumption of roles. However, the participants also highlighted challenges associated with the use of active methodologies in curricular implementation.

The interviewee 1Active methodologies are suitable for promoting skills in students and for achieving their independence both in learning processes and in their personal lives. They provoke a greater enthusiasm in relation to learning, which in turn has a positive impact on the improvement of teaching and learning methods.

Interviewee 2 stated that in his curricular approach he considers the individual educational needs of his students. This results in a greater sense of readiness to learn together, where students actively collaborate and constantly engage in expressing their opinions. The interviewee has observed that students have left behind certain insecurities when answering questions.

Interviewee 3 pointed out that students collaborate, share their ideas and participate regularly. Even some who previously did not get involved in the discussions are now actively contributing. They have assumed a shared responsibility in leadership and present a greater motivation for learning. Interviewee 4 indicated that the inadequacy and lack of furniture in certain cases represent a challenge, causing delays in the start of classes, since students must look for what is missing in other classrooms.

Arteaga et al. (2022), Peralta et al (2020) agree on the importance of teachers implementing active pedagogical methodologies to improve teaching-learning processes and student academic achievement. These active approaches stimulate a critical, innovative and reflective attitude in students, turning them into active participants in their learning and abandoning mechanization.

In relation to the reflection on the application of active methodologies to improve teaching-learning processes in the field of Communication, the category of "active methodologies" was established, with the subcategory of "inverted classroom" presented in figure 3.

Figure 3: Active Methodologies, Flipped Classroom

In this context, the educators expressed that the active methodology of the flipped classroom promotes the development of critical thinking, creativity, and analysis in students. This methodology encourages students to research and prepare in advance on the subject to be addressed, also contributing to their comprehensive training by fostering values such as responsibility and will.

The four participants agreed that this methodology, the flipped classroom, is especially appropriate to apply with their students. In their experiences, they have observed that students engage in activities with a high cognitive demand, including analysis and interpretation, and share their learning in a social way, allowing comparisons and confrontations between them. As a result, their teaching-learning approaches have improved considerably, which is reflected in the leadership assumed by the students.

This fact has generated motivation, both among the students and among the participating teachers. Some of the educators mentioned that it would be valuable to collect other enriching and innovative experiences to share and apply, with the purpose of enriching their pedagogical approach.

On the other hand, the interviewees explained how they carried out their classes by implementing the active methodology of the flipped classroom. All agreed on the formation of work teams, social interaction, academic discussions, and anticipation of material for prior analysis. In addition, they highlighted that they reinforce the concepts learned by presenting themselves as educational guides.

This is confirmed by what one of the interviewees narrates: the application of flipped teaching has had a significant impact both on my role as an educator and on the learning of my students. This methodology makes it easier for students to share their knowledge more actively, which has resulted in a more critical environment. Now, the educational debate is encouraged daily through the discussion of ideas, generating an enriching cognitive conflict between the participants.

What was previously mentioned is somewhat consistent with the research carried out by Asunción, (2019) in Nueva Esparta, Venezuela. In their study, the role of active methodologies in teacher education was addressed. The conclusion reached is that the application of active methodologies not only leads to remarkable achievements in students, but also in teachers, by improving their teaching performance. This results in a change in the perspective of teachers, who adopt a deeper critical stance. In addition, reference can be made to the research by Garrigós et al., (2019) in Alicante, Spain, who argue that the use of active methodologies leads to positive results in terms of the levels of success achieved by students.

The broad theories, there is a connection with the theory of significant learning proposed by David Ausubel and cited by Ordóñez & Mohedano (2019). This theory maintains that motivation is essential for the generation of significant learning. In addition, it highlights the relevance of socialization and cooperation in the learning process, which in turn enables the creation of transfer and extrapolation of the knowledge acquired.

In relation to the third objective, which seeks to evaluate the results of the training plan focused on active methodologies to improve teaching-learning processes in the Communication area of an educational institution, the category of "training plan effects" was established with the subcategory of "teaching performance" as presented in Figure 4.

Figure 4: Evaluation of the Results of the Training Plan

The participants expressed the changes they have experienced in their teaching and learning practices

because of the training plan, describing them as positive and transformative.

Two of the participants emphasized didactic strategies, highlighting their disciplinary empowerment and an in-depth evaluation of their approaches in the classroom. The other two participants focused on the observed evolution in the behavior of the students. The former shared that their teaching practices have been enriched with innovative approaches, which has led to greater receptivity on the part of students. Furthermore, they recognized the importance of planning in their teaching and how this proper planning is essential for effective classroom leadership.

In the case of the other two participants, they observed the progress in the academic competence of their students, highlighting that they are becoming active protagonists of their own learning. They also noted increased interest and enthusiasm in participating voluntarily in educational activities.

Interviewee 3 stated that the results have been favorable, since he has experienced an improvement in his performance as a teacher by implementing a new methodology and, as a consequence, has adopted new strategies that have generated greater interest in learning in his students. In addition, this change in the pedagogical approach has motivated him to continue innovating in his educational practice. These positive effects have been reflected in remarkable academic achievements and increased motivation and interest in learning in my students. To some extent, a large percentage of my students have become self-taught by using online resources to investigate their concerns and reinforce what they have learned.

According to the perception of the participants, the active methodology addressed in the training plan that had the greatest positive impact on their teaching performance was the flipped classroom approach. Three participants also highlighted the relevance of cooperative learning, while two considered that Project Based Learning (PBL) could also be beneficial for their pedagogical practice. There is a consensus among teachers that the flipped classroom methodology was the one that generated the most significant effect to improve their performance.

So far, the use of the flipped classroom methodology and the cooperative learning approach have given positive results. However, I also believe that the PBL (Project Based Learning) methodology could be a valuable tool to achieve favorable results in my educational practices.

The flipped classroom approach and cooperative learning are appropriate for the area of Communication, since both methods require the constant use of Information and Communication Technologies (ICT), which in turn contributes to improving my performance as a teacher. The preference falls on continuing with the flipped classroom approach, since this methodology has been shown to produce positive results in my teaching practice through the implementation of its strategies.

First, the flipped classroom method stands out because of the positive results that I have already begun to see. Second, cooperative learning is attractive due to its focus on teamwork and interaction among students. Finally, project-based learning is also of interest, since it involves the achievement of a specific goal, such as the creation of a product.

Undoubtedly, according to the testimonies of the participants, it is verified that the training plan has generated an improvement in their performance as teachers. Although they did identify areas for improvement, particularly regarding time management. Through recommendations such as establishing fixed hours and collaborating with experts, they aspire to further enhance positive results. In addition, they advocated for a more efficient use of time and a broader space for reflection and constructive dialogue, which will ultimately contribute to stronger and more substantial professional growth.

It is suggested to allocate additional time to organize the tasks to be carried out jointly with colleagues, such as collaborative work sessions, in order to reach agreements and clearly establish goals. The time limitation led to having to hold meetings during management and planning hours, which sometimes prevents us from meeting with other colleagues at certain times.

The training plan on active methodologies was designed to improve the teaching-learning processes of teachers in the communication area in figure 5.
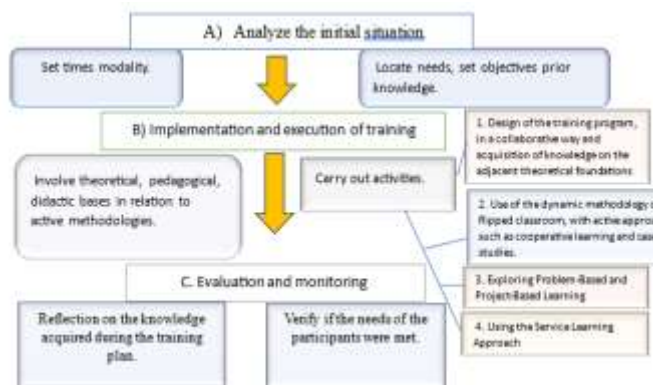

Figure 5: Implementation Process

It contains the following: stage A. Analyzing the initial situation includes establishing times. In this first stage, analysis of the current situation corresponds, locating needs, defining objectives, and describing previous knowledge, likewise it seeks to establish execution times and define the different modalities of action to be used.

Stage B implementation and execution of the training corresponds to putting the planned into operation, within this development the theoretical, pedagogical, didactic bases must be involved in relation to the methodologies when designing the proposed activities such as: the design of the training program , in a collaborative way and acquisition of knowledge on the adjacent theoretical foundations, the use of the dynamic methodology of the flipped classroom, with active approaches such as learning, exploration of learning based on problems and projects, the use of the service learning approach.

Stage C. Evaluation and follow-up is based on reflection on the knowledge acquired during the training plan and verification, if the needs of the participants were met.

4. Conclusions a Training Plan was Designed

A training program focused on active methodologies was developed to raise the quality of the teaching-learning process in Communication, this was possible thanks to the enthusiasm and commitment shown by the participating teachers. The execution of the training plan has generated a positive impact, contributing to the improvement of their performance in the teaching-learning process, this results in greater self-stimulation and a

revaluation of their educational approach, which has direct repercussions on the academic performance of the students.

The incorporation of active methodologies in the curricular development effects significant transformations in the teaching-learning processes. It can be inferred that, among the various active methodologies, the flipped classroom technique stands out as the most effective. This is due to its integral nature in the incorporation of strategies such as socialization, group debate, internalization and the analysis and interpretation of contents. The implementation of such a training plan has a considerable effect on the performance of teachers.

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