Renaming the pedagogical knowledge: A look from the teaching practice
[Resignificando el saber pedagógico: Una mirada desde la práctica docente]

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The purpose of this article is to understand and interpret the relationship between the pedagogical practice deployed and the pedagogical knowledge of novice teachers during the period of Basic Teacher Training (BTT), knowledge that is then constructed and deployed in the classroom. To gather information, six focus groups were conducted as well as 11 in-depth interviews with teachers who graduated from the School of Education of the Universidad Autonoma de Chile, Talca. The outcome of data analysis based on Grounded Theory was the emergence of some relevant categories such as: meaning of reflective processes during the undergraduate education; teaching role that benefits the development of recreational skills, and a high appreciation of early practices during the formative process. Conclusion was that the reflection allows to rethink the professional deployment, and consequently the construction of the pedagogical knowledge. In addition, the early teaching practices become a stage that allows novice teachers to re-evaluate the educational processes, in order to design strategies for improvement. © 2019 Emerson de Pietri.

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