











## PROFESSIONAL IDENTITY AND PROFESSIONAL PRACTICE IN FUTURE TEACHERS: QUALITATIVE RESEARCH

Yennifer Leiva Arcos<sup>1</sup>; Valeria Pérez Orrego<sup>1</sup>; Fernanda Solas Ortiz<sup>1</sup>; David Cuadra Martínez<sup>1-2</sup>; Pablo Castro Carrasco<sup>3</sup>; Cristián Oyanadel<sup>4</sup>; Ingrid González Palta<sup>5</sup>; José Sandoval-Díaz<sup>6</sup>; Alberto Galaz Ruiz<sup>7</sup>; Daniel Pérez Zapata<sup>8</sup>

### ABSTRACT

The aim of this study is to describe and interpret how pedagogy students build their professional identity during professional practices, from their subjective theories. An interpretive descriptive study and qualitative methodology were used. The sampling is of a theoretical type and is made up of 7 students from three pedagogy careers at a public university in the Atacama region, Chile. Episodic interviews and a discussion group were applied. The Grounded Theory was used, obtaining as results subjective theories about the sense and meaning of the professional teaching identity and the teaching profession, the process of construction of the professional identity, the characteristics of the constructed identity and suggestions for this training process. In addition, an explanatory model of the construction of professional identity in the context of professional practice was developed. In the discussion and conclusion, the findings are analyzed in light of the literature.

**Keywords:** professional identity; teacher training; professional practice; subjectivity

### Identidad profesional y práctica profesional en los futuros maestros: estudio cualitativo

### RESUMEN

El objetivo de este estudio es describir e interpretar cómo los estudiantes de pedagogía construyen su identidad profesional durante las prácticas profesionales, desde sus teorías subjetivas. Se utilizó un estudio descriptivo interpretativo y metodología cualitativa. El muestreo es de tipo teórico e integrado por 7 estudiantes de tres carreras de pedagogía de una universidad pública de la región de Atacama, Chile. Se aplicó entrevistas episódicas y un grupo de discusión. Se utilizó la Teoría fundamentada obteniendo como resultados teorías subjetivas sobre el sentido y significado de la identidad profesional docente y la profesión de profesor/a, el proceso de construcción de la identidad profesional, las características de la identidad construida y sugerencias para este proceso formativo. Además, se elaboró un modelo explicativo de la construcción de la identidad profesional en el contexto de la práctica profesional. En la discusión y conclusión se analizan los hallazgos a luz de la literatura.

**Palabras claves:** identidad profesional; formación del profesor/a; práctica profesional; subjetividad

<sup>1</sup> Facultad de Humanidades y Educación, Departamento de Psicología, Universidad de Atacama – Copiapó – Chile; [yennifer.leiva.15@alumnos.uda.cl](mailto:yennifer.leiva.15@alumnos.uda.cl); [valeria.perez.16@alumnos.uda.cl](mailto:valeria.perez.16@alumnos.uda.cl); [fernanda.solas.15@alumnos.uda.cl](mailto:fernanda.solas.15@alumnos.uda.cl); [david.cuadra@uda.cl](mailto:david.cuadra@uda.cl)

<sup>2</sup> Universidad del Aconcgua, Doctorado en Psicología – Mendoza – Argentina

<sup>3</sup> Facultad de Humanidades, Universidad de La Serena; Universidad Católica del Maule – Chile; [pablocastro@userena.cl](mailto:pablocastro@userena.cl)

<sup>4</sup> Universidad de Concepción, Departamento de Psicología – Concepción – Chile; [coyanadel@udec.cl](mailto:coyanadel@udec.cl)

<sup>5</sup> Facultad de Psicología, Universidad Alberto Hurtado – Santiago – Chile; [I.gonzalezpalta@gmail.com](mailto:I.gonzalezpalta@gmail.com)

<sup>6</sup> Centro de Estudios Ñuble, Universidad del BioBio – Chillán – Chile; [jsandoval@ubiobio.cl](mailto:jsandoval@ubiobio.cl)

<sup>7</sup> Instituto de Ciencias de la Educación, Universidad Austral de Chile – Valdivia – Chile; [alberto.galaz@uach.cl](mailto:alberto.galaz@uach.cl)

<sup>8</sup> School of Psychology, University of Birmingham – Birmingham – United Kingdom – [daniel.perez.zapata@gmail.com](mailto:daniel.perez.zapata@gmail.com)

# Identidade profissional e prática profissional em futuros professores: uma pesquisa qualitativa

## RESUMO

O objetivo deste estudo é descrever e interpretar como estudantes de pedagogia constroem sua identidade profissional durante as práticas profissionais, a partir de suas teorias subjetivas. Foi utilizado um estudo descritivo interpretativo e metodologia qualitativa. A amostragem é do tipo teórico e é composta por 7 alunos de três carreiras de pedagogia de uma universidade pública da região do Atacama, Chile. Foram aplicadas entrevistas episódicas e um grupo de discussão. Utilizou-se a Grounded Theory, obtendo como resultados teorias subjetivas sobre o sentido e significado da identidade profissional docente e da profissão docente, o processo de construção da identidade profissional, as características da identidade construída e sugestões para esse processo de formação. Além disso, foi desenvolvido um modelo explicativo da construção da identidade profissional no contexto da prática profissional. Na discussão e conclusão, os achados são analisados à luz da literatura.

**Palavras-chave:** identidade profissional; formação docente; prática profissional; subjetividade

## INTRODUCTION

Teacher training is a key variable for the development of meaningful educational processes and impacts on the students' development in the school system. It has also become a permanent challenge for educational authorities and institutions (Tzifopoulos, 2021).

It is known that training a teacher is much more than teaching knowledge and developing teaching skills, because teaching practice depends largely on how and how much teachers identify with their profession (Hanna et al., 2019).

The teacher's professional identity (PI) is a personal dimension that integrates meanings about what it means to be a teacher and the way in which this role is exercised, in addition to skills to carry out teaching tasks, a professional self-image and self-efficacy beliefs about teaching performance (Beijaard, 2019).

There is currently evidence of the importance of the teacher's PI development for good professional performance, motivation and job satisfaction, commitment to the profession and even the students' academic success (Hanna et al., 2019). However, less is known about how this identity develops in the context of initial teacher training (Izadinia, 2012), especially in Latin American countries.

Regarding how teacher PI develops, the characteristics of the academic-professional environment in which the future teacher is inserted and how this is perceived by him/her, in addition to the awareness and perception of himself/herself as a professional (Heled & Davidovich, 2019), have an impact. In initial teacher training, the variety of situations that impact the IP of future teachers can be classified into: (a) the characteristics of the study programs; (b) the psychological characteristics of future teachers; and (c) sociocultural factors. In the latter, being incidents in the development of IP, the relation of the university with the institutions linked to teaching (Le & Dwyer, 2019).

Being a teacher is exercising a profession based

on the sciences of education of an eminently practical nature. A strategy that universities have increased to improve teacher training is teaching under a practical methodology, for example, professional practices (PP) (Ponce & Camus, 2019). Evidence shows that practice-based teacher training is one of the experiences that could most positively or negatively influence the development of IP (Machado & Mattos, 2018).

Carey and Vargas (2016) describe PP as a training process that consists of inserting students into a real work context, thus being able to acquire knowledge, competencies and skills for professional practice, as well as new ways of addressing similar problems in real contexts and complex environments. One factor that encourages the construction of PI in the context of PP is the questioning of the beliefs and knowledge that students have, once they are integrated into a context of real practice of the profession (Chikoko & Msibi, 2020). Added to this is the promotion of the autonomy of the practitioner in the professional practice, because these experiences allow strengthening the capacities to face uncertainty in the educational context. This uncertainty, which is typical of critical incidents that future teachers frequently face in practice-based training contexts, may or may not favor the development of teaching PI (Şenel, 2021).

Another relevant factor is the adequate link among university, society and practice center. An adequate articulation between these institutions is produced on the basis of an epistemic symmetry and knowledge about educational processes, achieving formative reciprocity, in addition to including a policy that formalizes the link.

Trent and Shroff (2013) point out that the use of pedagogical tools that allow the achievements of pedagogy students to be evidenced, such as portfolios and experience notebooks, facilitate the construction of a PI. On the other hand, some situations that could negatively impact the PI are the high emotions of insecurity and fear on the part of students when entering a PP (Sakallı Gümüş, 2015), in addition to the overload and stress during this period (Machado & Mattos, 2018).

This study seeks to understand the construction of PI in the context of the professional practice (PP) of future teachers, understanding PP as a formative process of universities that consists of inserting students in a real work context (Carey & Vargas, 2016), as part of the completion of studies. The above, from the subjective experience of the future teacher. This subjective dimension of IP is fundamental to understand its development and consists of a construction of subjective senses and meanings about what it means to be a teacher (Hanna et al., 2019). This work addresses this subjective dimension of PI from the subjective theories (ST) of pedagogy students who study PP. The ST are hypotheses that people develop in their daily lives to understand their environment, their own behavior and that of other people (Flick, 2018). In education, there is an important theoretical framework of ST that describes the behavior of teachers and highlights the impact of this type of subjective knowledge in teaching decision-making (Köb & Janz, 2021).

This study seeks to answer: How do student teachers construct their PI during PP, from their subjective theories? The general objective is to describe and interpret these ST. Specifically, and from the students' TS, we seek to: a) describe which elements of the PP they associate with the construction of the teaching IP, b) describe the main changes that occur in the students' PI during their PP, c) describe the process of constructing the PI during PP, (d) describe suggestions for improving the PP and its relations with the PI and (e) propose a comprehensive model of the construction of the PI in the PP, from the reconstructed ST.

## METHOD

### Type of study and methodology

A descriptive interpretive study and qualitative methodology were used (Flick, 2018). A group of students from three teaching courses at a Chilean public university, who were studying their PP, were considered. In these courses, the PP is the formative activity to complete studies taken in the fifth year, where the student must demonstrate the skills achieved and their teaching vocation, based on the design, planning, execution and evaluation of teaching in the teaching work context.

### Sampling and participants

A theoretical sample of 7 students in PP from the courses of teaching in basic general education ( $n = 4$ ), pedagogy in physical education ( $n = 2$ ) and pedagogy in early childhood education ( $n = 1$ ), from a Chilean public university was used. In addition, as a criterion for case representativeness, it was considered to include students of both genders (women = 6; men = 1) and who carried out PP in schools with public ( $n = 4$ ) and private ( $n = 3$ ) administration.

### Procedure for collecting information

The students were accessed through the directors of

the teaching courses. The objectives, methodology and ethical criteria of the research were explained to the students, through an informed consent via Google Forms. Subsequently, the information collection instruments were applied via Google Meet. This study is part of the Fondecyt Regular project 1201084, which was approved by the Scientific Ethics Committee of the University of Santiago de Chile.

Seven episodic interviews were developed, an instrument that allows integrating the story of experiences with the elaboration of ST on a study topic. Thus, during its implementation, the interviewees were asked to relate experiences about the problem under study and, along with this, to elaborate subjective explanations and definitions about it (Flick, 2018). A thematic guide was used that included the following topics: a) experiences of the PP that are associated with the construction of the teaching PI; b) changes that occur in the PI during the PP; c) process of construction of the IP during the PP and d) suggestions for the construction of the PI in the PP. The interviews were recorded in audio and lasted 1 hour.

Once the data was analyzed, in order to obtain a comprehensive understanding of the IP construction in the context of PP, a discussion group was used with the participation of 2 student interns who had previously participated in the interview. The objective was to communicatively validate (Groeben & Scheele, 2000) the preliminary results of the interviews, in order to develop a comprehensive theory of the construction of PI in the context of PP. Thus, the comprehensive models that were developed in advance from the analysis of the interviews and through axial and selective coding were presented and graphically explained to the students, so that they could validate the degree to which they represent their ST, go deeper into it or propose modifications. The application was carried out online, the data was recorded in audio and lasted approximately one hour.

### Data analysis procedure

Grounded theory was used, analyzing the data based on open, axial and selective coding. First, based on open coding, the interviews were analyzed, identifying ST in the text based on its argumentative structure (Flick, 2018). These codes were grouped into categories and subcategories. Subsequently, for each category developed, an explanatory model was constructed using axial coding, using a relation map and a brief text (Flick, 2018). In selective coding, the interpretive analysis of open and axial coding allowed us to propose a comprehensive model of the construction of PI in PP. These preliminary results were subjected to communicative validation through a discussion group made up of two student teachers in professional practice, in order to communicatively validate the preliminary results. These observations were incorporated into the models presented below.

## RESULTS

### 1. The meaning of the teaching profession in professional practice

Two subcategories group the ST of the teaching students, on the meaning of the profession that is constructed in PP (Chart 1).

### 2. Axial coding: professional identity and the meaning of the teaching profession

The PP significantly affects the construction of complex knowledge about the profession. Practitioners construct a meaning of what PI is, which implies being aware of what it means to be a teacher, knowing how to practice the profession, as well as developing a vocation and professional self-efficacy. This construction is what guides the practitioner's behavior at some level in the practice center, which in a circular process continues to affect the meaning of PI (Figure 1).

### 3. Factors for the development of professional identity in the context of PP

Five factors are associated with the development of the teacher's PI, in a PP context and from the students' ST (Chart 2).

### 4. Axial coding: factors associated with the development of professional identity

The insertion of the intern in a PP center is an intense, exciting experience, generating learning, reflection and awareness about the new role to be played: that of a teacher considered fundamental for the life of the students. The classroom is the symbol that best represents the exercise of the profession, and performance within it is experienced with a professional commitment regulated motivationally by personal goals, the desires of significant others and the constructed social meaning of the profession. This can lead to seeking support, assessment, guidance and teaching from supervising teachers and to the permanent self-evaluation of professional self-efficacy (Figure 2).

### 5. Professional identity development process in professional practice

From the practitioners' ST, PI is developed based on 4 stages described in chart 3.

### 5.5. Axial coding: the process of developing professional identity

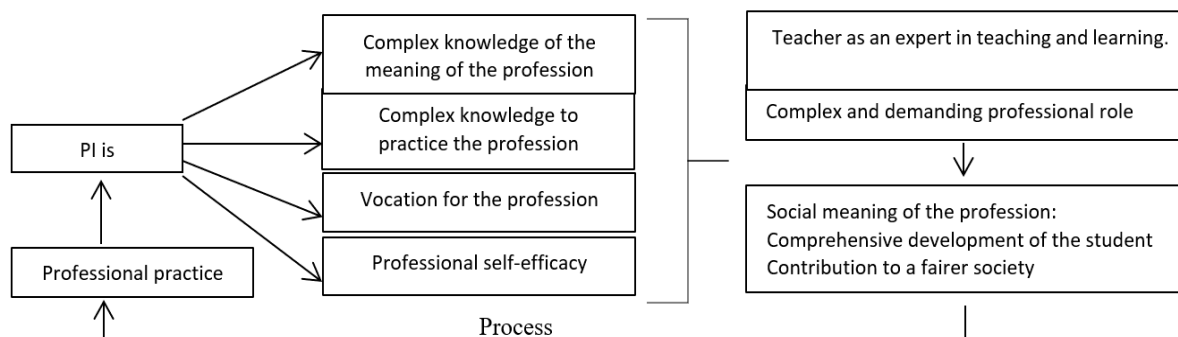
The PI develops in a circular process of permanent self-assessment of who one is as a professional. When

Chart 1. Subcategories of the meaning of the teaching profession.

Subcategory 1: Being a teacher	Subcategory 2: Meaning of the teaching PI
TS 1: The teacher is an expert professional with a complex role, because he bases his professional practice on a constructivist paradigm of teaching-learning and has multiple knowledge.	TS 1: PI is a process, because a personal opinion of what the profession means is successively built.
ST 2: The teacher must contribute to the construction of a more just and democratic society, which can be achieved by comprehensively developing his/her students.	ST 2: IP is learning a set of educational knowledge and a feeling of being part of the profession, which transforms the practitioner into an expert in teaching-learning.
Quote (E6, M, EP <sup>1</sup> ): Being a teacher is one of the most important jobs in educating a human being, because it requires many, many, many values, a lot of knowledge...	Quote (E7, H, EP): It has to do with a character... of a teacher's behavior or certain rituals within schools... that make you feel like a teacher.

<sup>1</sup> E = interview, M = female, Y = male, EN = public school, EPS = subsidized private school, JP = public kindergarten

Figure 1 - Axial coding: PI and the meaning of the teaching profession.



interns enter the practice center, the context allows them to assess how professionally prepared they are and, based on this, what they must learn in this process. Progress is confirmed based on professionalization indicators and allows them to respond to questions about the type of teacher they are becoming (Figure 3).

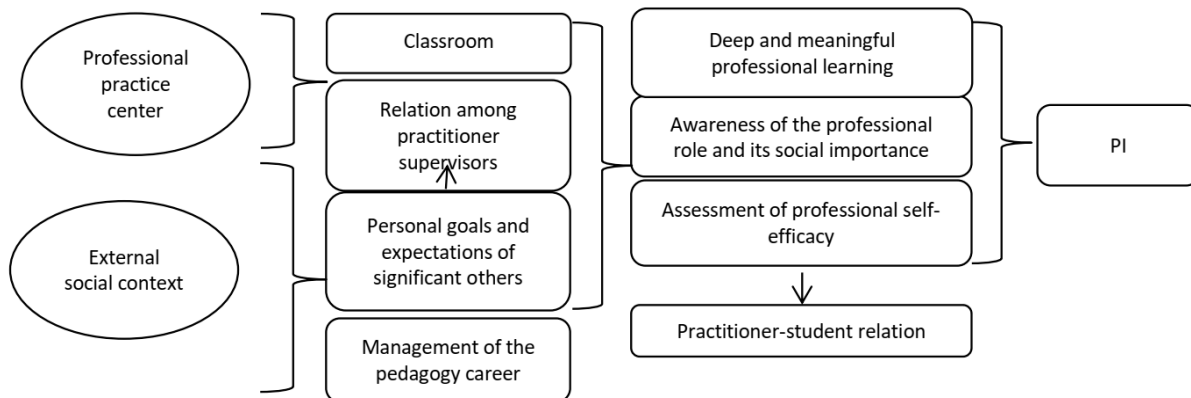
**6. Improvements to professional practice to develop professional identity**

The practitioners' suggestions on PP and PI development can be classified as: (a) the formation of learning communities made up of student practitioners from different teaching careers, since this could enrich the teachers' professional knowledge and develop the ability to relate to teachers from other specialties; (b) greater use of teaching methodologies that allow for an adequate relation between theory and practice; (c) preparation of the practitioner to adequately face the dynamic work

**Chart 2.** Factors for the development of PI in PP.

Factor	Subjective theories	Quote
The supervising teachers	ST 1: Supervising teachers are role models that allow learning the profession.	... I think that if I didn't have the constant support of the practice teachers... it would be more difficult for me to get better results with my students and for me to have developed my skills (E6, M, EP).
	ST 2: PI is developed based on the characteristics of the interpersonal relation with supervisors (support, trust vs. rejection, distrust).	
	ST 3: The recognition by the internship supervisors of the intern's professional role and status develops PI.	
Link between practitioners and students in the classroom	ST 1: The professional relation between the intern and the students he or she teaches influences the development of PI.	I did an activity for the boys and girls... and the children also valued what I was teaching them, so that's when I realized that I also valued all of this a lot and I felt like an educator (E4, M, JP).
	ST 2: It is necessary to achieve the intern's inclusion in the assigned course to carry out his or her PP (feeling like a professional, valued and loved), in order to develop PI.	
Taking on the role of teacher in a real context	ST 1: Teacher PI, in a PP context, is developed when the professional role is exercised in a real work context (a school and a course assigned to the teacher intern).	... you start to realize that everything you went through in theory is helping you in these moments... I had a child with a disability, so I had to find a way for the child to participate, take care of the language... (E1, M, EPS).
	ST 2: Practicing in the classroom is an experience that develops awareness of the professional role and social responsibility.	
Self-assessment of professional skills	ST 1: If I have the skills to teach, then I develop PI.	I sometimes feel that there are children who... now have one more tool, they have more knowledge that they didn't have before. So, I think that it is in those small lapses where one can feel more like a teacher (E7, H, EP).
	ST 2: If I have an ethical commitment to student development, then I develop PI.	
Factors external to the practice center	ST 1: Family desires for the professionalization of the practitioner generate motivation and persistence to become a teacher.	... my father passed away... then what he always wanted, it was that I could finish the career and he always told me that I didn't have to surrender with anything, then when they warned me that I could only take my professional practice, it was more than nothing, exciting (E1, M, LPS).
	ST 2: Negative childhood experiences nourish a permanent desire to be a teacher, to overcome social vulnerability.	
	ST 3: The administrative functioning of the teaching career (bureaucracy v/s efficiency) affects the development of the PI	

**Figure 2 - Axial coding: factors associated with the construction of PI in professional practice.**



challenges in a highly changing and diverse society; and (d) establishment of a highly coordinated relation between the university and the practice center, especially in emergency education.

**7. Axial coding: Improvements to professional practice and professional identity**

A PP management model is required that adequately integrates the university, school and society contexts, based on training strategies that generate deep, meaningful, situated learning (in school and society) and integrate theory and practice, which favor the development of teaching skills for the exercise of the profession

in a dynamic knowledge society (Figure 4).

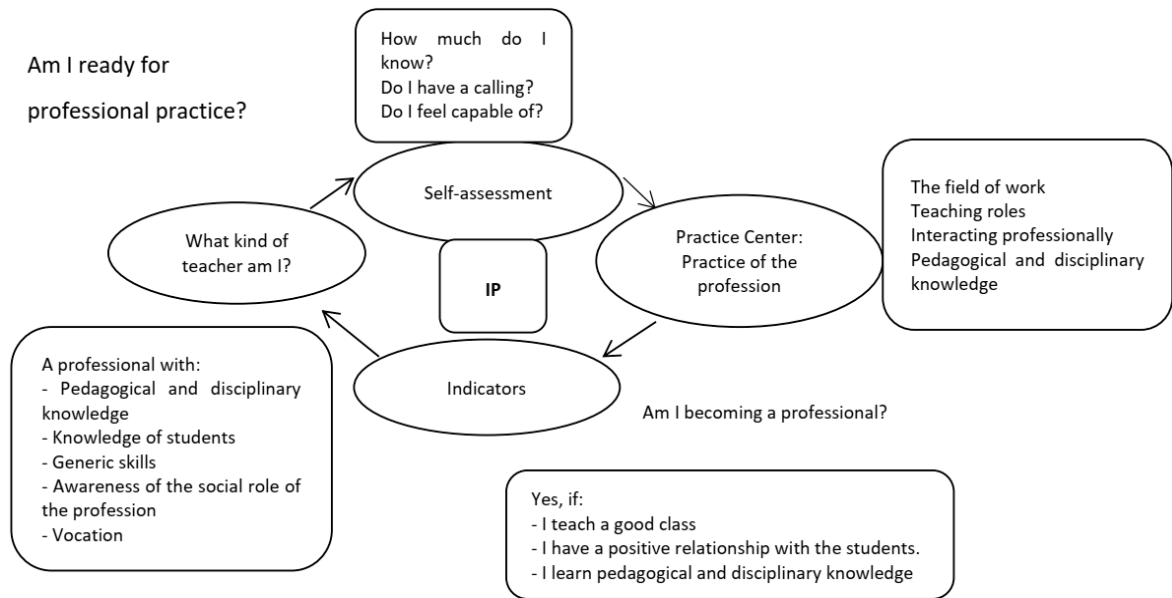
**8. Selective coding: professional identity in professional practice**

The PP is one of the experiences that most influences the development of IP during initial training, given that it is a context that challenges the subjective, theoretical and procedural knowledge that the practitioner has about the performance of the profession, what it means to be a teacher, the personal desires and expectations of significant others. In addition, it tests the vocation and the meaning given to the profession, generating important changes in these dimensions through a deep

**Chart 3 - Stages of PI development in PP.**

Stage	ST	Quote
The self-evaluation of knowledge, self-efficacy and vocation developed	Before entering the PP, practitioners question and analyze whether the knowledge acquired in their university training is adequate, which will affect their sense of self-efficacy and vocation.	... I believed that I lacked a lot of skills, (then) I could put it into practice... he told me that in (E6, M, EP).
Insertion into the professional practice center	The insertion in the PP center is experienced as one of the experiences that most develop the teaching PI.	Precisely because of what is happening now, because the in-person classes were all that... and here we work with learning objectives. (E7, H, EP).
Professionalization indicators during professional practice	If you complete a good class as a practitioner, it is a sign that you are becoming a teacher.	I believe that it gives me an account of my capabilities through practice that, in the end, I feel that I have achieved so much... And that by developing my classes, by being in contact with my students, it gives me the security that I am doing well (E6, M, EP).
	Achieving a positive bond with students of the course to be taught is an indicator of developing identification with the profession.	
	Confirming the usefulness of initial training and testing the capacity to learn new knowledge is an indicator of professionalization.	
The result of professionalization: what professional am I?	The PP produces a significant and positive change, which consists of the development of skills for professional practice, the increase in the vocation for being a teacher and the development of a meaning for the profession.	

**Figure 3 - Axial coding: the process of developing PI.**



**Figure 4 - Axial coding: Improvements to professional practice and professional identity.**



learning of experiential, procedural and conceptual knowledge about the world of teaching work. It is fundamental to this process are exercising the teaching role, especially in the classroom, having the support of the educational agents of the practice center and the university and permanently self-evaluating self-efficacy and professional performance. The above results in a strengthened PI, when the previous conditions are met, which allows one to know who one is as a teacher, in addition to projecting the professional career in order to forge one's own style of exercising this role.

**DISCUSSION**

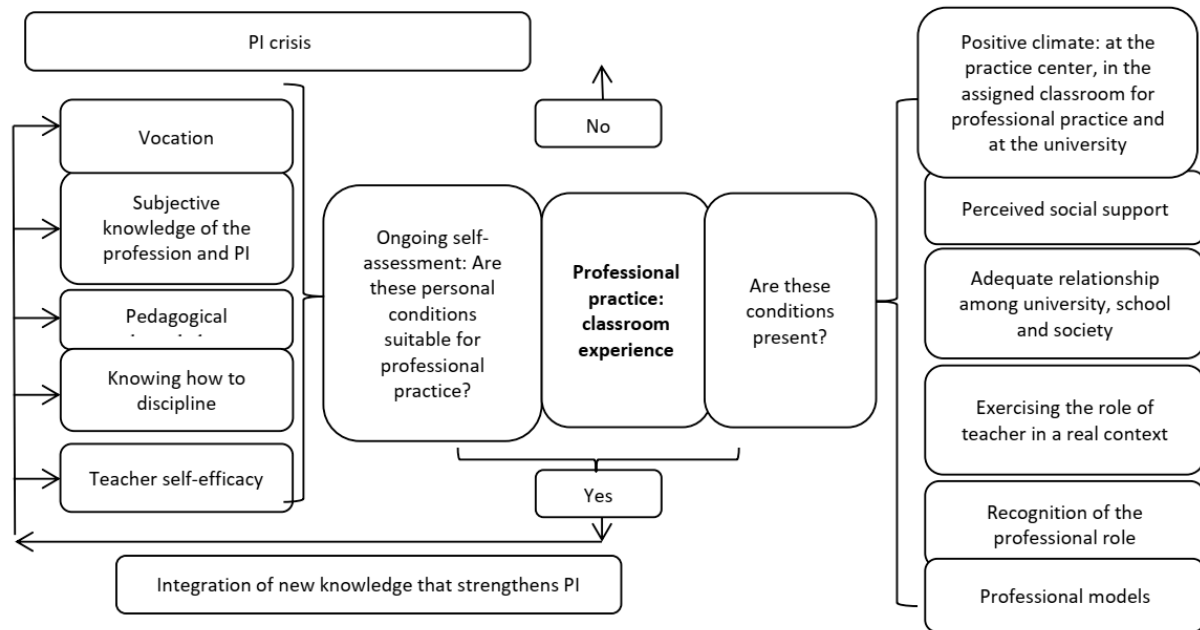
The general objective of this study was to describe and interpret the construction of teaching PI during PP, from the ST of pedagogy students at a Chilean public

university. ST were found that explain this construction, developed by the trainees based on their training experience.

In general, the findings show that in a PP context and experience, future teachers significantly reconstruct the knowledge, skills, and meanings of what it means to be a teacher and the implications associated with the exercise of the teaching profession. These results constitute further proof that practical training and PP can significantly impact identification with the profession (Machado & Mattos, 2018; Torres-Cladera, et al., 2021), and may even be decisive for future teachers to persevere in their professional career or abandon their profession.

For their part, the value and meaning given by the participants of this study to their PP experience is also consistent with those investigations that report in Chile

Figure 5 - Selective coding: professional identity in professional practice.



the way in which they are registered and the determining nature of the experiences associated with PP in the biographical trajectory and PI of teachers (Arancibia, 2021).

The first specific objective sought to identify and describe the elements of PP that are associated with the construction of teacher PI. In this context and moment, it was found that the future teacher is considered a professional with an expert status in teaching and may or may not confirm a complex professional role that involves developing the ability to perform a multiplicity of functions, based on a social sense of the profession. The complexity of the teaching role has already been reported in other studies about teacher PI (Carey & Vargas, 2016), as well as the multiplicity of functions that characterizes this profession, which often puts school time in tension with the teachers' personal time. In the study by Schellings et al. (2021), this complexity of the role and multiplicity of functions is described as workload, a situation that is considered an element of the teachers' PI that puts stress on the teachers' lives.

Based on this same specific objective, factors were identified that are associated with the construction of PI during PP. One of these, particularly relevant for future teachers, is the insertion in the classroom where they carry out their professional practice, due to the experiences acquired in this context, which tests their skills, vocation, beliefs and expectations about the profession. The classroom is a symbol and element of otherness with enormous meaning and influence on the PI of future teachers. It is particularly in this context that the teaching PI is built from an intense and permanent social interaction with students, other teachers and parents of schoolchildren, producing a dynamic that seeks balance between the personal meaning attributed to the profession and

the meanings that the educational community gives to teaching practice (Meihami & Esfandiari, 2021). The above reaffirms the importance of incorporating future teachers into the real contexts of the exercise of the profession, to achieve not only an adequate integration of theoretical and practical knowledge, but fundamentally so that an intense, systematic and reflective experience of the construction of the teaching PI occurs (Carey & Vargas, 2016). This, provided that this insertion occurs early and progressively, in addition to having permanent support (Korthagen, 2017).

The PP supervisor teachers act as models and guides of professional practice, being of great importance for the practitioners, the support that they provide for the development of the PI. Vanegas and Fuentealba (2019) point out that these teachers are references for the necessary expertise. Support from other educational agents is also essential for teacher professionalization during PP, especially for the students who are taught by the intern. The above can be summarized in the need to have an adequate climate within the practice classroom and the university where the future teacher is trained. This is in line with what other studies have pointed out, that is, that the construction of IP is a social and personal process and at the same time, that conditions are necessary for an adequate school environment – practice center – that favors the development of IP, such as positive interpersonal relationships, promotion of personal and professional development, and performance in a safe environment (Salleh & Abd, 2015).

Another relevant factor is the constant analysis and evaluation of professional self-efficacy. The experience and the meaning that we give to professional experience directly influences the process of teacher's development

identity. The above reaffirms the value of training under a practical methodology and warns about the need to overcome the practical training limitations produced by an emergency education context, since it is the gradual awareness of one's own personality and professional performance, which enables the construction of a personal sense and meaning of the profession (Protassova, Mikelsone, & Latsone, 2021).

Specific objective number two sought to describe the main changes that occur in the PI during the PP of teacher education students, from their ST. From the ST of teacher education students in PP, this training process is an experience that produces changes in multiple dimensions of teacher PI, such as the meaning of the profession, the knowledge for the exercise of the profession, the teacher self-image and professional self-efficacy (Hanna et al., 2019). Other studies report similar results and show that PP can generate profound changes in these dimensions, generating a greater or lesser development of IP, in the latter case, with contextual factors such as salary having a greater influence on the abandonment of the professional teaching career (Wang & Zhang, 2021).

Specific objective number three sought to describe the process of PI construction during the PP of student teachers from their ST. There is consensus that the process of PI construction is complex, dynamic, continuous (Beijaard, 2019; Magen-Nagar & Steinberger, 2020) and made up of sub-identities. This study describes this construction in the context of PP, identifying a set of stages that act in a circular process of permanent self-assessment - reflection about who one is as a professional. Chavez, Faure, and Barril (2021) have also highlighted the relevance of the analysis and reflection of training experiences and their impact on teaching IP, with important milestones being the contrast of the students' previous knowledge and ST with their lived experiences, added to the insertion of the future teacher in a social network of new professional interactions.

In the fourth specific objective, the aim was to identify suggestions for the construction of the PI, under a PP context and from the ST of the study participants. As suggestions, the students in practice point out improving the teaching-learning methods used by their teachers, in order to prepare them to insert themselves in complex environments of the profession, in a society that faces increasing difficulties for survival and development. It is interesting that more specific or technical proposals do not arise from the students, beyond affirming this need for change.

At the same time, it is very important to improve the communication channels that exist among school supervisors, the practice center and the university supervisors, since this link is often difficult, negatively affecting learning. This is in line with studies that point out the need to achieve an adequate university-practice center relation,

to favor the construction of the teacher's PI (Machado & Mattos, 2018). A relation that should distance itself from approaches that view schools or practice centers as test laboratories for training institutions, where the competence or suitability of the future teacher is at stake. Rather, it should be based on the recognition of a space that contributes significantly and concomitantly to professional learning and construction based on a formal relation of institutional reciprocity.

Professional training in PP requires, according to the participants in this study, the formation of learning communities. In this scenario, work teams organized to identify problems, plan their solutions and implement them are fundamental. Näykki et al. (2021) have reported that learning communities between future teachers and in-service teachers generate important reflections and questions about the professional role, representing a very important experience for professional development.

Finally, comprehensive models of the construction of PI during PP were developed. The central element of this model is the reflective, analytical and introspective processes that occur in the trainees and allow for the teachers' professionalization. This implies that students in PP construct a relatively reasoned PI, although not necessarily based on formative experiences specially planned to generate this knowledge construction. The above guides future studies to deepen the understanding of these experiences that promote reflection in the context of PP and the construction of PI.

A limitation of this study is the scope of the results, even though it is transferable, as a hypothesis, to units of analysis with similar characteristics.

It is necessary to continue investigating the development of teacher IP, especially in Latin American countries. A better understanding of the above could shed light on the necessary improvements to initial teacher training, in a current social context that increasingly imposes greater challenges on teachers.

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