THE PROFESSIONAL IDENTITY OF UNIVERSITY TEACHERS

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KEYWORDS	ABSTRACT
Professional Identity *Teacher* *Training*	*Society is experiencing a process of change, which impacts on the formation of citizens; the professional teaching identity is related to a behavior of improvement, which drags with it to the progress of its environment, it is necessary to understand the conceptualized, of the professional teaching identity to determine the theoretical conceptions on the professional teaching identity through a literature review. A literature review was conducted to determine the theoretical conceptions of the teaching professional identity, through the search of articles in different platforms, 23 articles were analyzed, between 2017 to 2022.*

1. Introduction

Society is constantly undergoing a process of change, which has an impact on the education of citizens; the professional identity of teachers is related to a behavior of self-improvement, with the imperative need for renewal, whose foundation is found in the globalization of knowledge that has repercussions in the political, cultural, technological, economic and social spheres.

The professional teaching identity, which allows for recognition and acknowledgement among peers, is the essence of the learner; when continuous learning is included in daily life, the result is a permanent positive evolution, related to personal improvement, which drags with it the progress of its environment.

For this reason, the professional identity of teachers is intimately related to educational strengthening, which must be permanent, and to achieve this it is necessary to include governmental norms that promote and stimulate these learning opportunities, resulting in the fortification of the professional identity of teachers. There is a need to insist on the importance of maintaining a higher academic level of teachers, that their intellectual capacity and the basis of their learning is optimal, framed in a yearning for improvement, which results in a high level of student achievement. Continuing education is part of teachers' growth and enriches their professional identity, which ultimately has repercussions in the classroom.

The teacher builds his identity by complementing the particular behavior throughout his entire career and the formative development acquired, which should become a permanent life project; by complementing these two characteristics, the professional identity of the teacher is obtained, which is rooted in the everyday life of the teaching profession (Contreras & Coromoto, 2018)..

The professional teaching identity has its origin in the interrelation that exists between personal identity and the evolution throughout one's own history, this is what is called vocation. Family and school aspects also intervene in its development, which are key points in the evolution of the Professional Teaching Identity. (Olave, 2020). The professional identity is built in a social environment, which includes the teaching unit in which he/she participates, where he/she evolves continuously building and rebuilding him/herself through the goals he/she has to fulfill and assume responsibly, getting involved in his/her profile of competences and putting into practice what he/she has learned through time, which definitely has repercussions on the student. (Otondo & Nuñez, 2023)..

Professional identity is what is shown after the progressive development as a teacher, which is gradually built from basic training and through the classroom exercise of the teacher, here the knowledge acquired in his journey as a student, the role that particularly each teacher acquires, his beliefs, his values, his solidarity; the responsibility and empathy with which he shows himself, his skills as a good teacher, including his goals to achieve the professional aspirations he yearns for are shaped. (Vanegas & Fuentealba, 2019).. The construction of the Professional Teaching Identity must be solid, which allows the teaching process to be optimal, that the teacher feels fulfilled in the fulfillment of his duties, finding himself, and solving his internal questions about the reason for his profession, which has an impact on his personal well-being as a teacher and the learning of students.

It is necessary to ask whether there are currently proposals that correlate academic training in the different specialties with teacher training; this question is more interesting when it is considered that a significant number of professionals who teach at the university do not base their knowledge in pedagogy through a specialization and when compared among them, those who have not contributed to their academic training with pedagogical specialization are not considered as teachers, but as professionals with experience, and that is what they base their teaching on. The problem is included in the teaching activity because teachers are essential to meet quality standards in education and play a fundamental role in the excellence of educational institutions. (Reyes, 2020). The general objective was to determine the theoretical conceptions about the professional teaching identity.

2. Methodology

A literature review was conducted to determine the theoretical conceptions of the professional teaching identity, this could be done through the search of articles in the different existing platforms, and in turn the words that were used were professional identity, professional teaching identity, teaching identity,

concept of professional teaching identity, cultural identity, social identity, and were also combined with the motive of increasing the search field, and were between the periods 2017 and 2022. Unlike other types of qualitative, quantitative, or mixed approach studies, the narrative review, complies with more flexible parameters in terms of its methodological aspects. Twenty-three articles were analyzed, related to the search of our objective, and were organized according to the criteria considered as inclusion and exclusion, all the articles where the conceptualization of the professional teaching identity was found within it were included and in turn those that could not be defined within the article some kind of definition or those that were not within the years mentioned above were excluded, which were between the years 2019 and 2023, which were 9 articles.

It is important to mention that within the review we can highlight a meta-analysis, construction of professional identity, a review of the literature, where the literature was reviewed between 1990 to 20199, and 35 studies were reviewed that coincide with the theme, whose results show a tendency to increase the importance of the theme in teacher development and it is concluded that it is of great importance to always seek to strengthen teacher development, which strengthens and supports our review. (Pèrez et al., 2022).. We also take into consideration several important concepts such as the one that mentions that the professional teaching identity is a continuous project in formation, which is constructed rationally and irrationally, i.e. consciously, but at the same time in an automated way, not consciously. The teacher seeks to be someone always in search of fulfillment, we mention elements or characteristics that contribute to the Professional Teaching Identity and that can go unnoticed; the body, which is the image of our physical appearance and how those around us observe us; the proper name, how we know ourselves and how we are known; self-awareness and memory, which is the way we see and think of ourselves, related to our biography; and social interaction, which is the way we communicate with those around us. (Fuentes, R., Arzola, D., Gonzalez, A., 2020)..

3. Results

It cannot be valued from only one dimension, as we would be underestimating the importance of what it represents. The Professional Teaching Identity does not differentiate between professions, nor between work worlds; it cannot be valued or studied according to social status, roles and functions to be performed by the teacher. Professional teaching identity does not refer to an "objective empirical reality"; it is a process immersed in a theoretical construction that arises from psychosocial and formative variables that depend on different concepts and disciplines. (Otondo, M., Mayor, C. and Hernandez, E., 2021).

The Professional Teaching Identity is a formation process whose basis or starting point is the personal identity, it is a complex network of primary identifications to which early experiences (life experiences) are added, among which we gather those of their student and later professional formation, as a basis of study, the following study bases were taken into consideration. The construction of the Professional Teaching Identity is the result of the social complement of the individual (networks of relationships), historical (life experiences), and institutional (group to which he/she will belong), this process is ambiguous, where individual experiences and social experiences are related at the same time, and between his/her identity and the one that the environment requires him/her to assume, or the formative identity and the one he/she aspires to obtain as his/her own. (Molina P. , 2021) The teaching staff, their mentors, occupy an important function that is necessary to highlight, they allow the student to carry out collaborative activities among them that contribute to the enrichment of knowledge of the Professional Teaching Identity. The pedagogical activities put into practice are considered as the ideal development of the teachers that allow articulating what has been learned between theory and practice, they are one more step of the teacher in training, of the teacher who has a tutor role, and the one who is considered a guide teacher. It has been possible to identify three roles, which the teacher acquires during his process, teacher in training, tutor teacher and guide teacher. In addition, 3 types of relationships have been established that are recognized during the pedagogical practices of initial training, between institutions, represented by the university and the school, between theory and practice, and between the actors, represented by the teacher in training, tutor teacher and guide teacher. Bastidas (2019), (Vanegas, C. and Fuentealba, A., 2019).

Being more objective, the Professional Teaching Identity is structured through university training, from the concepts acquired from the profession, and from the relationships that enrich daily life, where the main interaction is with teachers, which should be framed in the profile of the profession. The formative programs, which encourage students to commit themselves to professional roles and responsibilities in early practices; this strategy also contributes to the construction of the professional teaching identity.

4. Conclusions

Among the articles reviewed, very similar concepts could be found in the literature, the vast majority of them focus on the fact that the professional identity of teachers is based on a construction that develops from their personal experiences and that later becomes involved with pedagogical training, that perhaps the professional identity of the teacher cannot be left or separated leaving behind the personal identity, that is why the two identities must be taken care of in the same way and in turn when one is disrupted, unfortunately both are affected. In addition, those teachers who adopt as a life experience their profession framed in an environment of honesty are those who are finally recognized by society as true teachers.

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