

Pedagogical accompaniment in preschool teachers: Theoretical review

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Abstract

The purpose of this review article is to know and reflect on the process of pedagogical accompaniment in preschool teachers, making an analysis on the critical reflective approach, a strategy that must be developed in the accompaniment processes carried out by principals for the improvement of the practice of the teacher, also recognizing the importance of support that allows reflection among peers and in the community, achieving improvements in educational practice in a collaborative way. For this study, 72 articles were explored and analyzed, the database used to be Scopus, ESBCO and Scielo in English and Spanish. It was identified that the pedagogical accompaniment in preschool teachers must be articulated to the development of critical skills and the development of competencies of the accompaniment to achieve in the students the improvement in their learning, also the need to rethink the actions of the pedagogical accompaniment was identified those that must be based on reflection and feedback to promote continuous and permanent improvement of teachers.

Keywords pedagogical accompaniment, critical approach, preschool teacher.

1. Introduction

The pedagogical accompaniment

According to Agreda & Pérez (2020), the pedagogical accompaniment is a proposal that is based on the critical reflective approach, an approach that directs the actions of the teacher to the investigation, likewise, it visualizes the companion as a guiding person, as an active agent that promotes knowledge professionals promoting the development of critical thinking, reflection in accompanied teachers, achieving in them a pedagogical autonomy that allows them to strengthen their ability to investigate, analyze and their professional development. In the same way, Kozanitis et al. (2018), visualizes the pedagogical companion as a counselor whose recommendations and orientations are going to be the starting point or the continuation of their pedagogical changes. In this sense, this counselor will accompany the other, respecting their rhythm, their decisions considering the context or situation in which they find themselves, while the accompanied teacher takes a listening attitude that allows them to come to reflection and personal questioning of their teaching actions.

For, Leiva & Vásquez (2019), the accompaniment is conceived as a strategy of technical support but also of affective support, aspects that will influence the process of change of teachers in relation to their pedagogical practice. These processes of change respond to technical assistance, dialogue, and reflection received from the person accompanied, so it is important to conceive of accompaniment as a dynamic, learning, sustained and holistic process that has repercussions on the teaching action and not see it as isolated actions with predetermined phases.

On the other hand, Rodríguez et al. (2020) consider that accompanying the teacher is a complex process that implies an organization of actions starting with the planning of the accompaniment, followed by on-site monitoring, and then implementing processes of pedagogical change. To achieve the changes, it is necessary to implement training related to new strategies, teaching approaches and methodologies that influence the improvement of pedagogical practice.

The pedagogical accompaniment is considered by Galán (2017), as an active, dynamic process which is carried out interactively through mutual collaboration for learning, considering the opportunities of the context where the teacher operates and the individual pedagogical needs. Collaborative work allows the members of a school that makes up the educational community to share their knowledge and experiences and, in this way, strengthen the rest of the members, in that sense this process is valued since it starts from the sharing of situations and experiences of each member.

Accompaniment approaches

For Leiva & Vásquez (2019), the accompaniment approach is focused on learning that takes place from the interaction of two people, promoting shared learning.

Reflective critical approach

The critical reflective approach is situated in three dimensions, beginning in the pedagogical action that is framed in the daily functions of the teacher within the classrooms, one of these being the planning of activities which must be thought, coherent,

motivating and meaningful in whose construction the pedagogical knowledge and beliefs of the teacher intervene. Next, we see reflection in action; that is to say, it is the conscious act of reflection that the teacher performs in relation to the class provided, where the teacher reflects while executing the planning activities. Finally, it is the reflection on the action which consists of taking time to think and reflect if what was done was correct or incorrect, if the planned objectives or purposes were achieved, so that from this the teacher can propose new ways to achieve them. (Agreda & Pérez, 2020).

From the position of Aijovich & Capelletti (2018), the reflective process is carried out by teachers in the face of contradictory or problematic situations in their daily work and it is from this unbalancing situation that the individual seeks the need to find answers for which he plans a route That leads him to get out of the uncertainty by putting his knowledge, previous experiences, his critical sense, theoretical foundations that lead him to solve the problem.

On the other hand, Marqués et al. (2021) specifies the value of the reflective dialogue that takes place during the teaching-learning process; That is to say, the constancy of the teacher in reflective practice allows him to collect aspects of his pedagogical behavior in the implemented teaching and make a reflection by looking at his attitudes and practices.

According to Ortega (2019), reflective practice is a formative option that starts from oneself and not from theory, that is, reflection is achieved from personal and professional experiences and experiences which will allow the teacher to make decisions for improving their educational practice. From what has been lived, a process of personal reflection is carried out, which leads to the reconstruction of the facts and actions to arrive at a self-regulatory reflection on what has been done, achieving with this personal process the transformation of the practice.

Cooperative approach

The pedagogical accompaniment integrates the different actors of the educational process. This cooperative and participatory work facilitates and improves the use of teaching strategies and mediations by the teacher; (Giraldo-Gómez et al., 2020). According to Diaz et al. (2018), the collaborative support strategy improves pedagogical practice and production because through dialogue, teamwork, mutual support, sharing ideas, materials and resources, learning is developed.

Interdisciplinary approach

According to Bolaños-Rodríguez et al. (2019), interdiscipline is seen as the interrelation of two or more disciplines; This interdiscipline promotes in teachers a communication of knowledge, the integration of their knowledge and concepts. This interdisciplinary work enriches the teachers who make up the institutional team since it allows them to develop a critical sense and the rules are changed because knowledge is available to each and every teacher selects, through a mental process, what they need to strengthen their professional development. In the same way, Salas et al. (2018) specifies that interdiscipline is linked to the interrelation of various disciplines, which leads to mutual enrichments, which will result in the transformation of fundamental methodologies, concepts and terminologies, based on methodological teaching work.

Pedagogical mediation

An important aspect of accompaniment is related to pedagogical mediation, a favorable interaction process that occurs with accompanied teachers to open spaces in which positive and / or negative experiences can be shared and dialogue about strategies, techniques and processes of sincere and respectful way (Diaz et al., 2018). In this regard, Galán (2017) specifies that to achieve improvements in teacher performance it is important to ensure pedagogical mediation, which can be done in a formal way but considering that this mediation must be a shared work where each member contributes their knowledge to achieve their professional training.

Managerial leadership

According to Pérez et al. (2019), an operational, active and qualified supervisor is a supervisor whose accompaniment is aimed at achieving improvement in their companions, leaving aside the obstacles that are not means that prevent achieving the objectives to achieve a quality education; It also defines that the form of supervision is closely related to the form of the directors' leadership, in that sense today the task of supervising means accompanying the team and not being a controlling and directed person.

The supervisory role that corresponds to the director of the educational institution should be aimed at providing pedagogical support to teachers for which it is necessary to determine the level of advancement of teachers through a diagnosis to later carry out monitoring and accompaniment that allow them to improve their strategies and ways of educating in school (Hernández, 2020).

Urdaneta et al. (2017) highlights the importance of the managerial profile and the conditions that a companion must have to generate changes in teachers. From the point of view of Razeto (2017), the interpersonal relationships that are implemented in schools, based on trust, increase the efficiency in the training process, in that sense the trust that is institutionalized in the school based on the fulfillment of functions by Each member of the school is a value that constitutes a resource for the improvement of the practices of the teachers and therefore the improvement of education, that is why under this view the educational leaders invest their role and provide leadership to the teachers and students who become the engine of educational management.

Accompanying strategies

Peer visit

Jaramillo & Orovio (2020) specify that, the work of the teacher is not carried out in isolation, giving importance to pedagogical practices among peers, since it is through the gaze of the other person that pedagogical practices make sense and are enriched; The

work between couples strengthens the process of pedagogical accompaniment, communication being the means that entails and favors reflection.

Inter-learning circles

The Circle is considered as an accompaniment strategy that allows teacher training, since it generates spaces for communication and socialization of knowledge, from the teachers' own experiences, making this circle a space for permanent and continuous learning (Acuña & Ataucure, 2011).

For Valiño et al. (2005), inter-learning circles are processes of collective production of learning that lead to the performance of various actions starting from the collection of the experience of the facilitators, analyzing the experience by highlighting their personal knowledge and personal experience, then contextualize the information and understand the educational practice to finally be able to assimilate it and make it part of their pedagogical actions.

Team work

Cooperative work in schools is led by the principal, understanding this as the work that unites teachers in a common goal; The objective of this cooperative work is, according to Sanchez & Suárez (2019), to reflect on the pedagogical task from a joint perspective aimed at academic strengthening and the recognition of formative growth. Similarly, Medina (2021) points out the importance of promoting practices that promote cooperative work and that stimulate coexistence between people with different abilities, sociocultural and academic characteristics.

Teacher self-training sessions

The process of self-reflection is proposed as an approach linked to teaching in which the teacher initially collects data on their practice, then performs a process of reflection on their attitudes, beliefs, assumptions and ways of teaching to finally use this information to improve their performance (Méndez & Conde, 2018).

Preschool education

Child Development, according to de Castro et al. (2020) is a stage that the infant goes through of progressive development of their motor, cognitive, communicative, socio-affective and regulatory abilities and capacities. Caring for children in the early stages is favorable for their development; in this stage the child's learning is cumulative and tends to assimilate quickly what is taught or learned according to her own experience when interacting with others and the space that surrounds her. This first stage is representative for the human being, since it is a stage in which learning, attitudes and values are developed, which are shaped by the family, the school and the community, influencing their own customs and cultures in this formative process of the student. Likewise, Herrera-Rivera et al. (2020) states that the integral development of childhood generates important challenges, which is why it is necessary for teachers prepared to care for children of this age who accompany this process of infant growth.

2. Method

The method that was used in the study is analytical, since the context was described in a general way, this knowledge of everything that happened allows us to know and explain peculiarities of each of its basic components and the relationships that they preserve among themselves (Cervera, 2014).

The exploration of documents was carried out in the months of August and September 2021, the articles were found in "open access" located in the Scopus, Scielo, and Ebsco databases. For the search, descriptors were used in two languages Spanish and English, in addition, Boolean connectors AND and OR and the equations were used: "Acompañamiento pedagógico", "enfoques", "mediación", "liderazgo", "estrategias", "círculos de interaprendizaje", "trabajo cooperativo", "autoformación", "preescolar", "Pedagógico", "acompañamiento", "approaches", "mediation", "leadership", "strategies", "inter-learning", "cooperative work", "preschool". Likewise, an additional search was carried out in order to address the issue of preschool teachers in pedagogical support.

Exclusion criteria were considered as due to duplicity, because they were not scientific articles, inquiries that were far from the investigated topic and because they were not of interest. Within the inclusion criteria, all search tactics were taken into account: the title, abstract, methodology and results; Being the documents that were closest to the objective, selected to be downloaded in PDF and registered in the Mendeley web manager to develop the research in an orderly manner, linking the citations in APA format and placing the bibliographic references automatically in the document. 75 investigations were found in the aforementioned databases, of which 22 were excluded because they did not belong to the topic and interest, leaving 53 investigations for analysis.

3. Results

Regarding the definition of accompaniment, Villegas et al. (2016), in their descriptive exploratory study carried out with 23 participants, collected information on concepts related to pedagogical accompaniment, obtaining as a result that 11 of 23 interviewees classified this action as a process, recognizing it as an interdependent unit whose action improves both the companion and the companion. All the interviewees answered that accompaniment is a process, but they were unable to provide a definition of it. Likewise, of the 23 interviewees, 8 classified accompaniments as a social activity, mentioning that the activities and actions occur with the other, that is, they are linked to sharing and exchanging knowledge, shaking hands with the other, cataloging that the accompaniment is carried out by an external person who meets the other and provides their support through an open dialogue, in a space of trust where a qualitative attitude prevails.

The study by Monge et al. (2019) specifies in its conclusions the limitations found in the study on accompaniment as instruction, since when carrying out the analysis in various investigations, the lack of evidence was evidenced, thus describing the need to evaluate and reconceptualize the accompaniment process from a perspective of a social learning process; Likewise, there is a need to improve the accompaniment of teachers, which must attend to their needs and their context, covering not only the development of quality pedagogical management but also attending to their socio-emotional needs, professional development and their interaction in the social environment.

In a qualitative study carried out by Carrasco et al. (2021) in which it was sought to investigate, through interviews, the practices of coordinators recognized as leaders in the exercise of their functions, the result was that accompaniment was seen as an opportunity to learn among peers, being pedagogical reflection a practice, the companions occupying the center between the directors and the classroom teachers. In relation to accompaniment and its relationship with critical thinking, it was obtained as a result that accompanying preschool students during their professional practices favors the development of pedagogical research, which will allow them to analyze and carry out conceptual, process and systematization processes. attitudinal deepening in this way critical thinking and strengthening intellectual training.

In relation to the reflective aspect that is immersed in the pedagogical accompaniment, the study carried out by Gorichon et al. (2020) collective and systematic inquiry research carried out on four teachers shows us as a result that the purpose of teaching to reflect implies understanding and being able to explain the actions of the person, likewise reflection leads to confrontation with others when making decisions and to personal questioning about the professional role in which one performs. In relation to the question on what to reflect on, the results show that the purpose of reflection is linked to self-discovery where the questioning of the practice is permanent. In relation to the accompaniment actions that have an impact on the development of reflective competence, two aspects were determined related to the fact that reflection is a slow process that involves progressive stages and above all the action of open listening with a willingness to receive the other.

Pérez-Díaz et al. (2020) specifies in the conclusions of their qualitative research in relation to the study carried out on the changes that occur in teachers in relation to an andragogical accompaniment model on the importance and repercussion of the accompaniment which affects reflective practice and the critical approaches leading the teacher to consolidate their personal role of teacher aimed at the ability to self-question and question the context. Also, in qualitative research conducted by Izarra et al. (2020) the population interviewed indicated that for a student to be critical, they must first be reflective, an attitude that will gradually develop in teaching activities in which reflection activities of questioning must be incorporated, generating curiosity, causing doubts and allowing that the others think and offer their personal points. According to the interviewees, developing critical thinking supposes the ability to have a positioning of ideas based on values and ethical behaviors which are demonstrated during the educational process, with the values of responsibility and commitment being the main values in the opinion of the interviewees, following them the values of respect, discipline, openness, accompaniment and disposition.

According to Tantaleán et al. (2016) in their investigation of a quasi-experimental type, Longitudinal sub-type of Temporal Series, with a comparison group, demonstrated through the results of their research the importance of carrying out pedagogical monitoring, accompanying this process with training these actions must take place in a timely and responsible manner. The quality of education and the achievement of learning in school depend on the teacher, on their teaching method, so it deserves to improve their performance, so there is a great responsibility of the director in encouraging, guiding and directing the teacher by promoting their development. professional (Frick et al., 2010) through mentoring focused not only on the development of professional skills but also related to the development of human values that affect their personal and professional training.

With regard to pedagogical accompaniment and its relationship with self-reflection, we find the narrative investigation of self-study of stories carried out by Cabrera & Soto (2020), whose object of study was focused on investigating self-learning experiences and analyzing how these can influence the pedagogical task, concluding on the importance and need that exists for teachers to be able to carry out a self-study of their professional training and consider this reflective practice in their actions, in the interaction at school and in the classrooms and identify learning achievements but also difficulties in learning. your students; In the same precise way that, self-study allows learning during the practice of teaching and also learning during the spaces of reflection that are carried out in the daily pedagogical task. In the same way, Méndez & Conde (2018) in their study carried out to know the students' reflections on the teacher's practice through initial self-reflection, obtained as a result that the initial self-reflection is a useful tool for teachers since the assessment, they have students towards the teacher's actions is considered by teachers as a tool to carry out a self-reflection of their practice to direct their actions in the improvement of their pedagogical performance.

On the other hand, Nocetti de la Barra & Medina-Moya, (2019) in their case study, applied to 28 pedagogy students carried out with 6 trainers and 14 teacher guides, on the exploration of the meaning that teachers and trainers give to The pedagogical reflection obtained through the analysis of the interviews that reflection is understood by most teachers as an evaluative process, for them reflection is the action of stopping and looking at their actions according to established criteria, however it was found that the Most of the interviewees presented difficulties in giving a definition of what reflection means because despite being aware of the importance of the development of reflection, they do not have words to explain its concept.

Ripoll-Rivaldo (2021) specifies that the pedagogical practice that the future teacher develops is an activity that complements their disciplinary training and that acquires relevance since these practices allow interaction between the training center, society and the school, also emphasizing how another An important process in teacher training, the development of research, an important aspect that is linked to reflection, which leads to generating new knowledge in the teacher and raising proposals for improvement and transformation, improving their pedagogical practice.

In a study carried out by Herrera et al. (2018) of pre-experimental design in which a procedure is implemented for the preparation of school directors in the direction of interdisciplinary methodological work, the results were that this process updates and strengthens the training of the director favoring the development of competencies that will allow him to lead pedagogically the educational institution.

In studies found related to the reflective aspect of the accompaniment, the study carried out by Verástegui & González (2019) was considered a qualitative research, with a semi-structured methodology, applied in 6 schools and 67 teachers, the result was that the observation strategies of the teaching act in The classroom conducted among peers and the feedback made after this action has resulted in teachers feeling recognized in their work, accompanied and, above all, that their pedagogical work is valued. In both strategies, the reflective capacity of the teacher has been developed, which has allowed the teacher to have a perception of their pedagogical work, promoting the strengthening of their educational practice. Among the strategies used for observation, videos, peer observation and intrapersonal observation of the teacher of their pedagogical process were used. In relation to peer observation, the teacher feels that he is considered the same as his classmate and they highlight this strategy as very necessary for his development; Self-observation has generated in the teacher a greater knowledge of their own practice and the use of video-feedback allowed teachers to have a reference of their pedagogical actions.

On the other hand, Zelaieta & Ortiz de Barrón (2018) in their analysis study regarding the look that students of the Early Childhood Education course have on the development of critical thinking, obtained among the results that the debate activities were highly accepted considering this as a positive and reflective pedagogical strategy that has a favorable impact on the development of the teacher. 100% of those surveyed affirmed that the debate strategy influenced the development of reflective thinking, as well as communication, respect for the opinion of others and being able to get to know each other, also developing tolerance.

In relation to collaborative work, Revelo-Sánchez et al. (2018) in their review study on collaborative work argues that this strategy is becoming increasingly valid as it is relevant for teaching-learning in various areas. Likewise, Zamora et al. (2017), in their research with a methodological, quantitative approach of the expofact type, carried out the analysis of the relationship between collaborative work and learning strategies in virtual environments, obtaining as a result in reference to collaborative learning that the interviewees show a great Willingness to participate in integrative collective work, specifying that this form of work generates a favorable environment for communication between its members, carrying out the work collaboratively, feeling very skilled when working in this way. In the same way, the study carried out by Ferragut (2020) shows the positive and relevant aspects of the collaborative work carried out between the university and the school through which it was possible to bring together teachers of different degrees and university research professors in a cooperative work based on an assertive and permanent communication, implementing programs and practices that strengthened the training of teachers attending to their needs to improve their service in school, in that sense, after the implementation of various activities, the interviewees mentioned that working collectively motivated teacher reflection and that through this dynamic of knowledge exchange, discussions and dialogues, it was possible to improve the teacher's professional training in relation to their knowledge from their practice.

In relation to community work, as part of the accompaniment process Alija (2020) specifies in its study conclusions that many teachers understood that the development of knowledge cannot be built from a single point of view and that it is essential and necessary to expand knowledge in relationship with others for which community work is presented as a relevant strategy for co-creation in which they can, together with other teachers, help to learn in a continuous and review process; finally concludes that community work is a useful and necessary pedagogical practice that leads to reflection and leads to changing the beliefs that teachers have about their way of teaching.

Peer work is also conceived as a process that is articulated with pedagogical accompaniment, found in the qualitative study carried out by Saéz et al. (2019) that the learning experience situated in practice implemented in pairs revalues the so-called third space that implies leaving theory and practice aside so that peer teachers can build their personal transformation from a common perspective from mutual accompaniment; more egalitarian, more even relationship in which the construction of pedagogical knowledge is carried out in various spaces of formal or non-formal practices. On the other hand, Benoit et al. (2018), in their qualitative research, shows in their research results the work among peers from a tutorial perspective: tutor who advises from their training and acquired knowledge that allows them to reflect on how to solve certain situations and then project the reflection in their tutored and teacher who receives and values the accompaniment. In the same way, Feijóo & Ortíz (2018) in their research implemented on the godfather plan concluded that the tutoring carried out among peers is a good way to learn to learn, also the work among peers developed a better communication and understanding of the other and of the context.

One of the ways to improve children's education is to make the good practices of teachers perceptible, likewise it is necessary to understand that the classroom is, a space where there is a variety of components and factors that interrelate and act with the child, being a primordial factor as a learning environment that influences but can also affect the learning process as mentioned (Vallejo-Ruiz & Torres-Soto, 2020a) in the same way, Gutiérrez-Torres & Buitrago-Velandia (2019) points out that the Socio-emotional skills manifested by teachers have an impact on socio-emotional conditions in relation to the classroom climate, conflict resolution, peace and positive interpersonal relationships between teachers and the student, it is in this sense the importance of the school as a relevant space for the development of thought, habits, autonomy, order, security and responsibility (Mérida et al., 2015) that should contribute to the development of individual capabilities.

The preschool teacher is considered as an agent, a companion of early childhood education as mentioned by Abu (2021) who plays a relevant role in the education and development of students that will allow them to learn through inquiry. Being the infant stage a moment in which the child learns quickly, it is important that the teacher receives a pedagogical accompaniment based on self-reflection that allows him to identify her strengths, but also weaknesses and reconstruct his practice; In this sense, the

accompaniment of the teacher must be directed to the development of critical thinking that allows them to inquire, investigate in a natural way and develop their own knowledge in an autonomous way. This work process deserves that the teacher is always investigating, learning and continuing to train. (Ripoll-Rivaldo, 2021) points out that research is an important link in the teacher training process, since it becomes the pedagogical space where he reflects on his own practice, generates new knowledge and proposals for transformation.

4. Discussion

Pedagogical Accompaniment is a process that is implemented in schools with the aim of providing timely advice to teachers in relation to their educational practice. The accompaniment has an impact on improving the performance of Ripoll-Rivaldo teachers (2021), since through the support they receive they complement their professional training to exercise their educational role with quality.

The accompaniment strategy opens up for teachers to have that critical encounter of their pedagogical processes, so the accompaniment must be provided in a respectful dialogue framework in which the companion and the companion “meet” to analyze and reflect on the implemented practice. understanding this process as an interaction and support process focused on collaborative work (Villegas et al., 2016). To ensure the effectiveness of the monitoring, Monge et al. (2019) points out that it is important to consider the socio-emotional dimension although without neglecting pedagogical knowledge and communication, likewise, the discussion of the teaching act Zelaieta & Ortiz de Barrón (2018) has a positive impact on the development of reflective and critical thinking of teachers.

It is necessary to reflect on the accompaniment process that is being carried out in preschool schools, which are led by the management of the educational institution Tantaleán et al. (2016), (Herrera et al., 2018) through monitoring and supervision actions that allow accompanying the teacher in their educational practice Carrasco et al. (2021) exercising his pedagogical leadership.

It is very common to see administrative work in schools that overwhelms principals, leaving behind the activity of pedagogical accompaniment and also the lack of preparation to assume this leadership. This lack of preparation has a direct impact on the form of accompaniment carried out by the director, who often assumes a tutorial role, a role that places the director as the counselor who guides from their training and academic preparation and the teacher who assumes passively and receptively what was provided by the tutor (Benoit et al., 2018). In this sense, we see that many teachers view accompaniment as a supervisory process since the accompaniment process is not fulfilled from its definition, which makes many teachers distort its conceptualization (Villegas et al., 2016). That is why the disciplinary and emotional preparation of the directors should be a priority of the state, as well as their permanent updating and strengthening of their role that allows them to lead the Herrera et al. School. (2018) not only in the administrative field but primarily in the pedagogical field.

A first task of the accompanist is to identify the strengths and weaknesses of the accompanied teacher in relation to their planning, monitoring, feedback and pedagogical evaluation and then to design differentiated and pertinent accompaniment strategies to attend and respond to the diversity of situations identified. A powerful strategy of pedagogical accompaniment is the strategy of reflection among peers Saéz et al. (2019), Feijóo & Ortíz (2018) state that pedagogical mentoring among peers is a strategy of social interaction between tutors and those under tutelage, this strategy being powerful as it improves the skills of dialogue, listening and reflection. However, being the accompaniment a shared construction, it is important that the companion first develop their critical thinking so that from this they can generate this same process in the companion (Gorichon et al., 2020), (Pérez-Díaz et al., 2020), (Carrasco et al., 2021) that allows you to analyze your practice, question it, interpret it and, above all, look for possible solutions by putting them into practice.

In this sense, it is a priority need for the pedagogical accompanist to develop this reflective and critical practice in the accompanied teachers and that it be installed as a permanent exercise that allows them to improve their teaching practice. This reflective critical practice is little developed by the companions and managers of the initial level since the monitoring is aimed at verifying the fulfillment of the planning, leaving aside the critical and reflective action and feedback that must be developed during the accompaniment in the classrooms, from the practice in situ that allows the companion to develop that reflective autonomy in which they can decode their practice and from reflection (Izarra et al., 2020), (Pérez-Díaz et al., 2020), (Frick et al., 2010), (Verástegui & González, 2019) and self-reflection (Cabrera & Soto, 2020), (Méndez & Conde, 2018) and (Nocetti de la Barra & Medina-Moya, 2019) to reconsider their pedagogical work.

One of the characteristics of children in their first years of life is related to their growth and physical, psychological and emotional development, this stage being fundamental to stimulate it and lay the foundations of the infant and its subsequent development. In these first years of the child's life, in which the brain is growing, the child naturally assimilates everything they observe, touch, experience through contact with the world that surrounds them, thus developing their abilities, skills, knowledge, values and habits. The space and conditions that surround the child play an important role for the development of their potentialities and their learning; That is why the school and the family play a fundamental role in learning because the way in which the child is educated in their first years of life will leave traces and open doors for later learning. (Gutiérrez & Ruiz, 2018).

The pedagogical accompaniment process aimed at preschool teachers must be framed in the knowledge of the student so that from this the orientations and reflections are provided, attending to the training needs of the boys and girls in a framework of quality of learning that allow them to develop fully.

The guidance and advice provided by the companion are based on the experience and knowledge that he has managed to develop in his practice and daily work Benoit et al. (2018), likewise, for the validation of the practice it is important to develop observation and reflection based on collective analysis, in this way teachers feel their opinion valued and participate in this group of inter-learning that offers them new ways of learning and strengthening Alija (2020).

A key strategy that is used in pedagogical support and that has an impact on teacher strengthening, is collaborative work as cataloged by Revelo-Sánchez et al. (2018) therefore, this process mobilizes teachers to work as a team, generating a positive atmosphere of dialogue, exchange of knowledge and mutual support Zamora et al. (2017), likewise this collective form of work motivates teacher reflection based on the exchange of knowledge, good pedagogical practices and various experiences that are shared by the Ferragut team (2020). In this sense, the development of knowledge cannot be built in isolation Alija (2020), it being important to have the gaze of and others to expand their knowledge and responsibly improve pedagogical practice.

The competencies that preschool teachers must develop through the pedagogical accompaniment process refer to classroom management, which must motivate students to develop competencies, values and attitudes and a democratic coexistence; develop in them research that allows them to strengthen their knowledge, motivate and practice with teachers the reflection of their practice to improve their performance; Promote the development of critical and systematic thinking in students (Mérida et al., 2015) from research processes, which is why it is important to initiate science and inquiry in children Abu (2021) taking advantage of their disposition and innate curiosity wanting to observe everything that surrounds him, contact with the environment through varied experiences that allow cognitive development (Cantó et al., 2016); Know the characteristics of the students, identifying their achievements and needs, their way and rhythm of learning respecting their social and cultural environment and organizing the spaces (Vallejo-Ruiz & Torres-Soto, 2020a) and selecting the materials that are going to be provided to the students. students, since the game they play and the material they use will allow them to explore, experiment, discover, developing their skills and abilities in a significant way (Vallejo-Ruiz & Torres-Soto, 2020b). Although the accompaniment is aimed at improving the pedagogical skills of the teacher, it must be accompanied by a critical process that allows them to reflect from their practice to improve their pedagogical performance.

5. Conclusions

Pedagogical accompaniment is a process that must be humanized, that is, it should not only be seen as a development of pedagogical competencies related to pedagogical action, but also that a respectful bond of attentive listening, trust, patience is opened between the companion and the companion, trust, patience where one learns from the another through interactive learning.

The pedagogical accompaniment must be aimed at the development of critical thinking of teachers, this being one of the competences that allows them to decode the practice, identify the strengths and weaknesses of their actions and reflect on their sometimes erroneous conceptions that lead their actions and that They have been installed in a repetitive process of their pedagogical practice so that from this critical process the teacher can solve their problems and achieve significant changes in their pedagogical practice.

The accompaniment process is an action that is carried out between peers or with the educational community. In the execution of this process, both the accompanied person (s) and the companion share their experiences and knowledge, experimenting in this process of interaction, reflective and critical, improvements in the exercise of their functions.

In this sense, there is a need to analyze and reflect on the role of the companion, on the directive role and the accompaniment process that are being implemented in the school and, based on this, rethink the form of accompaniment which must attend to the needs and difficulties demonstrated by the teacher in the development of their pedagogical practice prioritizing that this accompaniment must cover the socio-emotional aspect to achieve effective pedagogical development.

It is important that principals assume their role of accompaniment as pedagogical leaders, encouraging reflection and self-reflection in classroom teachers to contribute to the development of critical thinking of teachers, for this the principal must implement the permanent feedback process in their accompaniment.

Having knowledge of the characteristics of the development of the students and their needs will allow the teacher and the companion to direct their actions towards the achievement of competencies of the students, a key aspect and purpose of education that is aimed at achieving student learning.

It is difficult for the teacher to identify the shortcomings of his pedagogical practice since the support he receives from school is only directed to the collection of information on pedagogical activities, leaving aside the interaction, reflection and the development of critical thinking that must be motivated by the teacher. pedagogical leader of the school so that from this reflection the teacher can improve their practice. Likewise, we observe in the teachers a marked resistance to change their practice since this reflective process has not passed.

6. References

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