THE CURRICULUM, TRAINING AND TEACHING WORK AS THE MAIN PIECES OF THE PUZZLE OF THE SCHOOL AS A FACTORY FOR THE PRODUCTION OF HUMAN BEINGS.

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SUMMARY

This article is written by professors from the Universidad Popular del Cesar, who are dedicated to the initial training of teachers, but at the same time, develop their work in the classrooms of multisocial schools. This study arises from the concern of the role that teachers play as educators of social beings and aims to address the role of the curriculum, training and teaching work in the training of elementary school students in all their grades and how this affects their actions within society. Starting from the qualitative paradigm and using observation as a data collection technique, as well as the bibliographic study of the topic of interest, focused on three authors well known for their contributions to discussions on the curriculum, teacher training and the role of the school in society.

INTRODUCTION

The set of values (paradigm) commonly held in teacher education can change actions in teacher training. Based on the rankings; The possibilities of the set that affect programmatic skills in their historical and contemporary dimension are discussed, such as: curriculum, training and teaching position.

From the "behaviorist" perspective in which the teacher is expected to passively acquire certain skills, including curriculum implementation, individual development, and their inquiry orientation, teachers can actively participate in deciding the content and direction of training. However, in the set of values that see teacher training as a programmatic problem; By foolishness, it is important to provide training to the candidate according to the program of the level at which they will teach. At the same time, teacher education can also affect programs at other levels. In the set of values that think that teacher training is a "training problem"; The aim is for the teacher to acquire specific skills, including their role in the training programme. The set of values that characterize teacher education as a "learning problem"; It focuses on providing the candidate with the skills to solve problems related to the program, in a way, through teaching.

On the other hand, it is also worth mentioning that there is no study that defines the sets of values of teacher training by year. In general, teacher training institutions aim to provide candidates with certain characteristics. These are expressed as teacher training program outcomes and learning outcomes. This situation suggests that sets of "behaviorist" values and "training problems" are intense in teacher education.

Universities conduct some teacher training studies for new programs during program changes across the country. For example, today, due to the predominance of the "program problem" set of values, changes in teacher education reforms are frequently made in the form of adding/subtracting courses and increasing/decreasing course credits/hours. The teacher candidate is expected to examine, recognize, and learn how to apply the preschool, primary, secondary, or baccalaureate education/training program(s) in force in the field in which he or she is educated. A teacher trained from this perspective may feel confused and powerless if they encounter a different condition or program when they begin their career. In fact, one professor emphasizes that it is necessary to learn that programs can change before classes begin. Essentially, pre-career training does not focus on the implementation of a specific program or the nature of the program's studies in general; Nor does it fit into a system where programs change frequently.

Since the restructuring of the faculties of education, there have been ongoing debates and different processes related to the implementation aspect of teacher training programs. For example, to increase the balance between theory and practice, school experience was included in the courses. However, this information shows that practice courses are limited and that teacher training is far from the "learning on the job" set of values.

Although the authors mentioned above adopt the value sets of "individual development", "research orientation" and "learning disabilities", there are serious obstacles to their reflection in practice. The most entrenched would be the central development of pre-service training programmes; where the limitation of the teacher's abilities to direct the content of the program and meet individual learning needs is evident. Therefore, the sets of values of teacher education adopted must include theoretical-practical bases, with their respective standardization of diversity, which is where teacher training generates fewer areas of conflict. By showing that the value sets of teacher education can be used together validly, without creating or giving rise to areas of discrepancy.

Giving an overview of the authors of the unit, we will start with first author Philippe Meirieu. In order to continue giving an extensive reflection along the same lines of teacher training. It can be interpreted from Meirieu, P. Education is an indispensable phenomenon that has been taking place since the existence of humanity. Every nation has its own education system. This system is established and developed in accordance with the social, cultural, political and economic values of that society. In other words; Every education system is obliged to reflect the norms of the society to which it belongs and to carry out what that society expects of education. The most important factor for the fulfillment of the values that society expects from education is the teaching factor. Thus, one of the most strategic parts of the social system called school is the teacher. Teaching becomes a profession in a country when the State establishes criteria for training and teaching work. However, from the past to the present, it is seen that the criteria proposed and applied in teacher training are often complex, contradictory and inadequate. The teacher training process is a key process for the quality of educational activities in schools. For this reason, all components of the teacher education system need to be questioned in a process of continuous evaluation and constantly improved in order to train teachers in the quantity and quality required by today and the future. The fact that teachers are well trained during their initial training and that they work in their own fields according to the education they receive should be considered an important factor in the performance of these teaching functions. The teaching profession and the teacher education process have changed differently in parallel with the rapid increase in knowledge along with the process of globalization and thus the change in lifestyles, technology and life prospects.

One of the most important challenges for developing countries is the advancement and spread of education in parallel with the process of globalization. Because one of the dimensions of

development is empowered human power. It has been observed in history that even if economic, social, political, and legal reforms are made in a country, the reforms do not succeed unless radical reforms are made in the education system and skilled labor is brought to a certain level.

TEACHER EDUCATION POLICIES

Each profession has certain values and criteria. The competencies and educational style required by a profession are different from those of other professions. Western countries, aware of the importance of a trained workforce, have taken all kinds of measures to procure the necessary and sufficient teaching staff and have developed their teacher training systems without sparing sacrifices. Developed countries have taken

positive measures to continue their development efforts by constantly questioning their education and teacher training systems. The effort to train teachers with the competencies of the teaching profession is the main determinant of the order of training of people, especially qualified people. In this context, it has been observed that throughout the historical process, various models have been used to train teachers both before and during service. Although teacher education policy is the most serious problem in our education systems, this task has become an enigma in our countries and the quality of the teaching profession has been gradually declining. One of the main reasons for the gradual decline of the qualitative aspect of the teaching profession is that changes in teacher education policies are attempted to be implemented as policy impositions without thorough research, preliminary studies and planning within the integrity of the education system. It should not be forgotten that; In our countries, unless a model is developed in search of a teacher training model appropriate to the social, cultural, economic and geographical structure of the society in which we live, these problems will continue to increase over time. It is believed that these problems will not disappear with temporary measures such as the Educational Model of Master's Degree without Thesis and Certificate of Pedagogical Training without due evaluations.

The increase in the number of students over the years has made it necessary to address the shortage of teachers with different methods, so that other training resources, even more different and incompatible, have been added to the already versatile criteria of teacher training. The task of training teachers was transferred to the universities, on the Organization of Higher Education Institutions. In this way, the teacher training system was given a new status and structure. Teacher training colleges and educational institutes were reorganized under the name of faculties of education. From now on, teacher training has been transferred to universities and employment to the Ministry of National Education. However, although teacher education has been transformed into a completely university-oriented structure, there are still accusations in public and professional circles that teachers are not trained in the spirit and ideals required by the profession, and a number of suggestions are put forward to address this problem. For example, the need for new regulations. On the other hand, the inclusion of teacher training among the basic functions of universities makes it possible to improve the quality of teaching. With some of the shortcomings in teacher education practices already clear, the quality of teacher education came to the fore with the process of restructuring faculties of education. Thus, the training of primary and secondary school teachers was carried out in faculties of education and faculties of science and letters under the umbrella of universities. In this context, master's programs without a thesis have begun to be implemented. Therefore, as disastrous results of these restructurings, it is evident that while the Ministry of National Education carries out many studies on the determination of teaching competencies in order to train qualified teachers; On the other hand, the training bodies give degrees everywhere with these training programs of pedagogical training certificates. This opens the way to teaching for anyone who wants it, regardless of the teaching qualification specified. Therefore, this dilemma raises serious concerns among the public about the training of qualified teachers.

The review of the subject by the author Alejandro Álvarez Gallego clarifies the pedagogical knowledge that a teacher must integrate in his daily work, teachers constitute the source of labor of the educational system of a country. For this reason, determining which areas of competence

teachers should have, determining these areas of competence in detail, analysing the relationship between these areas and acquiring competences are vital for education in all countries. Due to the constantly advancing process and the demands of the time, there are changes in the roles of teachers and, depending on these roles, in the competencies and skills of teachers. According to these competencies, they are expressed as teacher training policies, initial teacher training, teacher selection process, measurement and evaluation of teacher performance, in-service training, and personal improvement of teachers. There are many factors for a teacher to succeed in their profession. where the teacher works. In addition to external factors such as the physical conditions of the institution, the interests of students and parents, the supportive work environment in the institution, internal factors such as personal knowledge, skills, attitude, and self-efficacy of the teacher towards the profession are effective. In this sense, teachers' positive attitudes towards their profession and their perception of themselves as more competent in their field are thought to be a reflection of how they perceive the teaching profession in the future.

It is a known fact that teachers have a significant impact on the formation of well-equipped and qualified people in the education and training process. To train qualified teachers, faculties of education have important duties as the university education they receive, as well as the efforts of individuals, have become very important. Pedagogical content knowledge is a synthesis of different types of knowledge that qualified teachers should have. However, knowledge of a teacher's content or subject matter is not sufficient on its own to carry out an effective teaching process. To be able to teach a subject, mastery of it is a necessary but not sufficient condition. In addition to mastery of the field, the person must also have pedagogical knowledge. In short, it is a concept that reveals the knowledge that a teacher has about the subject they teach, the students they teach, the curriculum they carry out, what good teaching is and how they make this knowledge accessible and use it in their teaching. Content pedagogical knowledge reveals how teachers will help their students understand a particular topic, how topics and problems should be organized, and how they adapt content according to students' interests and abilities. The pedagogical knowledge of content constitutes the intersection of knowledge, content and pedagogical knowledge. Therefore, the teacher training institutions in our country are the faculties of education of the universities, and all of them have a common educational program. The common expectation of this training program is that graduate teacher candidates have similar professional competencies. However, there is a situation like this; Due to the complex structure of the teaching profession, teachers graduating from any university cannot be expected to have the same competencies. Making it clear that in the near future it will be necessary to update the Competencies of the Teaching Profession to keep them up to date in the face of innovations in the education system. To this end, an outline is left as evidence that better updates of the pedagogical knowledge of teachers of training for work and its derivatives are required, some of which are listed in the following table.

Table 1. General Competency Areas of the Teaching Profession

A. Professional Knowledge	B. Professional Skill	C. Attitudes and values
A1. Neighbourhood information	B1. Education, Teaching, Planning	C1. National, spiritual and universal values
Advanced theoretical, methodological, and factual knowledge in their field, including an evaluative perspective.	Effectively plan education and training processes.	It respects national, spiritual and universal values.
A2. Experience in the field or area of training	B2. Learning environments, Creation	C2. Approach to the student

Teaching the area Knowledge of the curriculum and knowledge of the pedagogical field.	For all students, effective learning is healthy and safe learning that can take place Develop teaching materials appropriate to the environment.	Supportive attitude towards student development.
A3. Regulatory Information	B3. Manage the teaching and learning process	C3. Communication & Collaboration
Regulatory teacher in the face of his/her responsibilities and rights.	Teaching & Learning Carry out the process effectively.	Establishes effective communication and cooperation with students, colleagues, families, and other education stakeholders.
	B4. Quantification and consideration	C4. Personal and professional development
	Methods, techniques and tools for measurement and evaluation.	Participate in activities aimed at personal and professional development by conducting self-assessments.

Author's own elaboration.

The third author, Myriam Southwell, gives the school as a factor as a place of production, Schools are generally considered social institutions with responsibilities to society. For example, it emphasizes the social character of the school and argues that schools educate individuals according to society's expectations. In other words, schools play an important role in the socialization process. Therefore, it could be argued that schools function as institutions that provide individuals with the ability to adapt to their life roles. In addition, there are those who draw attention to the symbolic, cultural and spiritual aspects of the school and see the school as a place and a community where certain spiritual rituals (ceremonies) are performed and based on certain values, and the way of generating a production of essential knowledge to produce profitability for life, which shows the school as a place where personality is acquired rather than as a place where Acquire knowledge and skills of production for life.

From a classical perspective, organizations are structures created to produce certain goods or services. When organizations are classified into goods-producing organizations and service-producing organizations according to the products they generate, the school is a service-producing organization. When approached from this perspective, a school is defined as an organization where the educational services needed by society are produced and provided. In modern societies, education is seen as a public initiative and a social function, allowing for the formation of structures called schools. When we talk about school in the traditional sense, the first thing that comes to mind is knowledge. School is seen as a place where knowledge is transferred. Naturally, in this perspective, the role of the teacher is to transmit knowledge. However, over time there have been some changes in the understanding of school and education; Characterizations have been made as knowledge-centered school, program-centered school, teacher-centered school, student-centered school. In addition, an attempt has been made to define the functions of school and education by emphasizing concepts such as education, training, culture, values, character, personality, ability, work/profession/production.

School and education can be seen as an institution and a social process full of cultural values for societies. Therefore, they play an important role in the socialization process. In addition, they interact with social, political, and economic systems. There are different approaches to defining the purposes and functions of school and education, from a humanitarian perspective, schools are meant to address the needs and expectations of individuals. Thus, taking into account the views and expectations of all stakeholders when defining the purposes and functions of schools will be practical.

This perspective advocates planning everything related to school ahead of time, including goals, programs, and teacher training. The role of the school is to establish and maintain social harmony and integrity. In terms of education, the school provides educational services to society through the use of environmental inputs such as information, human resources, and technology. This perspective emphasizes that there is a constant interaction between the school and the environment/community. Schools are responsible for the environment and society in which they operate and therefore try to meet their needs and expectations Critical theory defines schools as places where critical awareness is acquired. These schools of thought argue that critical knowledge is necessary to bring about social, political, and economic change. Consequently, education and school are seen as tools of production. However, it aims to develop a general, valid and universal model of the school process. In doing so, it emphasizes commonalities rather than differences between schools and argues that core models, approaches, and changes regarding school management and educational programs can be applied to all schools. On the other hand, the subjective approach holds that schools have differences, contemplating that each school is a living space, unique, and created to give meaning among stakeholders. It can also be emphasized that situations related to schools cannot be predicted and that each school may have unique social structures.

Many things that society has created for itself can be acquired by each individual through schools. Schools are very valuable at the point where the understanding that defends individualism meets the understanding that defends sociality, at the point that society aims to reach, aiming at the full maturation of all the individuals that constitute it. In this sense, the effort to redefine the purpose of education and the functioning of schools arises from the change of beliefs, values and perceptions in the social structure, and these changes give rise to new paradigms. School-related paradigms evolve from the factory-specific approach of the classical management approach to the modern management approach that approaches the organization from a multidimensional perspective. However, despite all these development efforts, it cannot be said that a full consensus has been reached on the qualities of modern schools due to differences in the expectations of educators and other stakeholders.

To conclude, in the face of teacher training and the training of individuals, schools are formal state structures, this does not mean that all their activities and interactions meet the structural requirements. Moreover, the individual is the main element of all social systems. Students, teachers, and administrators bring their individual needs, goals, beliefs, and values to the school and develop their individual adaptations and roles according to the intellectual understanding they bring to the school from the environment. People use different structures to interpret the same theme, and for this they have personal construction systems. The similarities between human relationships and mutual understanding of social issues play important roles in the development and maintenance of the functions they discharge. The personal structures of individuals are also dynamic because they are open to change. When examining the subject, it can be said that different perspectives and approaches to it arise from the dynamism in people's perception systems. So much so that the question of what a school in general and the ideal school in particular should look like is a debate that continues every semester in faculties of education around the world; Basically, while educational researchers try to theoretically explain the ideal school; Teachers and school administrators focus on the functions and purposes of the ideal school. Therefore, explanations based on both the theoretical goals and the roles of the school do not make much sense to stakeholders; Cognitive structure theory is one of the most appropriate methods to eliminate this nonsense and determine the facts of the stakeholders about ideal schools, the training and competence of teachers, and the view of the school as a factory for the production of human beings.

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