Novice English Teacher: Towards A Science And Technology Education

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Summary
The current situation requires pedagogical training on the use of information and communication technologies, this article aims to reflect on the education that novice English teachers are receiving in the field of Tics, looking at whether the program in which are being trained offers education and the didactic possibilities of technological tools. To develop this study, a qualitative approach was used that, mediated by the application of a survey applied virtually, allowed us to know the opinion of some novice English teachers on the topic discussed in this article.

Keywords: teacher training, ICTs, technological tools, curriculum

1. Introduction

The globalizing world is mediated by the interconnection between its inhabitants, directing the gaze toward the educational context, the existing relationship between those who integrate it stands out, as well as the need to create multimodal communication channels that break with the variables of space and time, but that have created new dynamics that enable access to knowledge, all thanks to advances in technology, within this view, the creation of multiple opportunities that generate new dynamics in the school, supported by the use of ICT in the classroom, can be noticed. However, it cannot be ignored that this wide range has not been offered to the whole of society, since it is not everyone has the same access to knowledge or the same connectivity, computers, and digital systems, a circumstance that favors inequity and discrimination in access to knowledge.

In this order of ideas, the need to integrate ICT into the school context is recognized, as it has become a facilitating tool within the world of the school, a situation that is enhanced when dealing with a novice English teacher immersed in the context of teaching practice, which requires pedagogical mastery and knowledge about the use of these computer tools that allow them to strengthen their performance, even more, so it is recognized that due to their youth, they are always open to the process of adaptation and experimentation as well as assuming the challenge of technological advancement, supported by its own elements such as different devices, discovering the advantages of its use within the context of practiceclassroom, to convert their work into an assertive and purposeful action.

This research addresses the problem of practitioners who, upon coming into contact with the educational community in the context of teaching practice, have discovered the existence of various technological devices that until not long ago gave them a personal use that allowed them to have fun only, but that at the present time, they have recognized that these tools can facilitate their pedagogical performance, which leads them to recognize the need to deepen their knowledge regarding the didactic use of ICTs,in this order of ideas, it is necessary to highlight the priority of integrating these technological means into the school context because they make the development of the classes viable, even more so when a group of novice English teachers is immersed in the context of teaching practice for the first time. time, due to all of the above, they must be able to use the technological devices that make it possible to master the language, based on the principles of the use of ICT, agree that they are tools that facilitate the work carried out by the teacher in the classroom. class, for which awareness, attitude, and teacher responsibility are required to get the most out of this type of technological support.

On the other hand, it is important to recognize the existence of various electronic devices within the classroom that make possible the development of curricular contents according to the interests of today's young people, in which image prevails more, and emotional states, especially after the pandemic, due to the above, this novice must know how to use these tools, stripping them of any uncertainty or doubt that assists them, because together with their ability to adapt, resilience, they must be empowered to develop a teaching practice where their pedagogical vision is supported through different technological resources, thinking that you will always have the support of your advisor and/or tutor or practice director, as well as the full professor, who must allow you to overcome any difficulties that may arise,supported by the existing technological resources in many classrooms, which ultimately need guidance, that enable the pedagogical use of this type of resources, by the practicing teacher in such a way that implementing the success and the error will strengthen the pedagogical domain.

1.1 Theoretical framework
1.1.1Interaction and Access to Knowledge in language learning
The school world demands new dynamics, especially after the pandemic in the field of education, a responsibility especially assisted by future English teachers, who, faced with the unrest experienced in schools today, require the use of new tools with which to which can respond to the conditions in which the knowledge and learning of the language is developed, for this, and for the intervention of technologies in daily life, it is necessary to use these tools in the world of the academy to signify it and get it out of its comfort, in such a way that the acts of learning that occur in school are potentiated, in the same way, it is expected that knowledge acquired during the pandemic in relation to the use and application of the platforms, a situation that will result in the improvement of the quality of the foreign language teaching processes, allowing for the projection of a new school, in the long term.

Undoubtedly, it is necessary to renew the forms of access to knowledge mediated by the use of technologies in school, an action that is undertaken in most cases by the novice teacher, because ultimately they are the ones who are going to direct teaching situations supported by ICTs, hence the need to create training camps that provide methodological alternatives to these new teachers, in such a way that they are able to make effective use of the various existing tools in the network when they venture at school, an initial event that occurs when he begins his teaching practice.

Added to the above, it should be added that the accessibility offered by tools such as WhatsApp, Meet, and Team, among others, cannot be ignored, due to their ease of use and familiarity with any subject, regardless of educational level or citizen status, as well as age, a fact that was expanded during the pandemic, used as a means of escape from the circumstances experienced by each individual, allowing the communication that should be established between students and teachers to be possible, overcoming the impossibilities of time and space experienced during those times. of isolation, this situation provided an opportunity to acquire new knowledge that must be given continuity at this time to benefit the educational community that currently works in person.

In this field of subjectivities, it is necessary to make a call against the programs that train future teachers, since they are called to, within the study plan, subjects dedicated to the exploration and training in ICT skills, which future teachers must know, with the purpose of potentiating their digital skills, providing tools for the improvement of their future pedagogical actions.

With this perspective, the view of Prieto and Ramírez (2020) is highlighted, who recognize that novice teacher in times of pandemic had to rebuild their competencies, given the new conditions that were being given in the experience developed during their practices in the related field. with the use of technological resources, since immediacy only led him to act, not to think about what might have been appropriate, since it required an immediate response, given that the pandemic was a situation that came from one day to the next, and against which no one was prepared to assume it pedagogically speaking, but he did have the opportunity to demonstrate his capacity for resilience and professional mastery by addressing and resolving each of the circumstances that were presented to him.

In this line, it is worth mentioning the World Bank (2020) for establishing a series of criteria that aimed to define some parameters focused on highlighting the importance of being in communication with caregivers at home, so that teachers could monitor the children's learning, in the same way, there was also the need to create pedagogical resources in a very short time and on the fly, which would allow the development of autonomous work by students, and various provisions were issued by the government, within of which the flexibility was highlighted, and the adaptation of the curriculum to the circumstances experienced at that time by each student, allowing the teacher to prioritize those topics that were of vital importance for life, since this was the pressing need, that was had at that time of the pandemic, in order to survive in the face of this unexpected circumstance.

This idea in turn leads us to mention some alternatives proposed by these last authors, who clarify that this new teacher had to adopt different virtual mechanisms, to be able to select on the network, those that were useful, timely, adequate, and easily accessible for children and their caregivers, in order to develop their teaching practice, faced with the new condition of the classroom that went from being virtual or remote, highlighting their ability to adapt, although they had very little experience for it, but due to his intrepidity, he had to almost immediately adopt digital elements that he found

on the Internet, acknowledging his role as a digital native there, which surely facilitated the selection of materials that made the development of his teaching practicepossible,through technology, with students who had access to these tools.

So, this new teacher begins to recognize that the educational processes have become complex due to the influence of the changing external world, affected by the new information and communication technologies that have begun to have a broad impact on the forms of the interrelation of the students. individuals, but that the school should give them the opportunity to take them with a pedagogical purpose because as Casablancas (2008) puts it, the influence that these types of technological tools have had in different contexts such as economic, communicative, art, culture and even more in education.

In this line of discussion, Ramírez and others (2021) are mentioned, who recognize the influence of technology in current education, because it is undeniable that the pandemic demanded the implementation and use of device-mediated methodologies that included cell phones, a tablet, a computer, a television, or any other technological means that was within the reach of the apprentices, enabling interaction, in the existing virtual spaces for those times, also recognizing that they served as an escape valve for the family situations experienced at the time. interior of the various homes, where their only possibility of connection with the external world, was the school.

Therefore, faced with the variety of applications and devices existing on the network, it is necessary for the future teacher to know which tools can be useful and how the elements of daily use such as smartphones, computers, and televisions, among others, potentiate the use of technology and make it available to educational processes, thus optimizing the learning developed by students, thus motivating access to knowledge that facilitates the acquisition of a foreign language.

These transformations ultimately changed the role of the novice teacher, standing out, when immersed within the context of teaching practice, abandoning in most cases the traditional way of conducting classes, repetitive in many cases, but that the current moment requires the use of digital tools found on the network, which facilitatethe development of abilities and potentiate the motivation in the students, as well as the mastery of the language, through the multiple didactic resources that facilitate the development of the classes in an effective and pleasant way for the children who learn, in this way, it comes generating a dynamic and playful learning environment that is motivating, challenging, playful and pleasant, especially if it is a group of children who are learning a foreign language.

On the other hand, this teaching act leads to promoting autonomous learning through interaction and familiarization that is done by having to carry out different activities found on the network, in which students are involved and, in turn, may be interested in them, to practice them in their extracurricular times, making use of their free time, on their own initiative, an opportunity that shows that they learn by pleasure and not by obligation.

Authors such as Murillo (2017) are mentioned here for recognizing that technological tools serve as support for the teacher in the development of classes, facilitating the teaching of a language, in turn involving students, so that they interact actively within the development of it and launch themselves in search of new information through the different search engines provided by this type of technological instruments.

With this in mind, reference is made to Gisbert (2000) who determines other responsibilities that can be addressed by the teacher who needs to develop the speaking ability when teaching a foreign language, recognizing that these technological tools strengthen this knowledge in a real and vivid way, For this, it is suggested that it undertake the following actions; First, you must be an information consultant because you need to find adequate propitiating materials and resources for the development of classes, in which students use information mediated by various technological devices, which allow both the search and the retrieval of the required data. Second, it will be part of the one that promotes collaborative work,

This epistemological position leads to referencing Coll (2007) for establishing that the effectiveness of the use of ICT depends on its use, for which it is necessary that future teachers appropriate this knowledge related to the use and criteria that must take into account, to choose the material on the network, but that definitely requires knowledge on the part of the person who is training it, in higher education institutions, that is, in undergraduate programs, which allows them to be aware of the need to create other learning environments within the classroom, which enables the development of a class mediated by the use of technological tools.

In addition to the above, Berdugo (2001) recognizes that technological tools enable the transfer of information and the execution of tasks in real contexts, with which the student who learns a language becomes familiar with the real contexts where that language is spoken, providing situations real events that occurred in natural contexts, which allows you to acquire oral skills in English, bringing you closer to the pronunciation of the language.

So, here it is worth mentioning Pacheco (2005) who stresses the importance of using technological means to come into contact with native speakers and thus promote interaction and communication in the foreign language, which is why he suggests that They must take into account the interests and learning needs of those who are immersed in the classroom,

which must be in accordance with their needs and desires as well as with the objectives, guidelines and curricular contents of the study plan.

Similarly, it is possible to rely onSarıca and Çavuş (2008) to clarifythat the opportunities offered by the materials found in the network, first, allow the use of multiple resources in different formats, second, facilitate access to the materials that will be used by students, third, the provision of resources is for be used at any time, time and space, that is, when the student wishes to do so, fourth, it promotes autonomous and committed learning by those who want to learn the language, and finally, it determines the ease of access to the materials, which must be in accordance with the established contents, within the study plan, considered to teach the language.

In this line of discussion, Pacheco (2005) is brought up, who states that teachers in training must be clear in front of the population with whom they are going to develop a practice course, their age, place of origin, interests, the intentionality of those who learn the language to assume it as a selection criterion for existing materials on the web, considering those that fit all these criteria, to capture their attention.

The binding nature of this theoretical mapping leads to the outline that this new novice teacher must necessarilyhave a domain in the field related to the technical, pedagogical and methodological aspects of ICT tools, in such a way that they serve as support for the creation and innovation processes developed in the classroom, which facilitate the acquisition of the language due to the possibilities offered through cyberspace, where there are multiple audiovisual, intertextual and multimedia elements, which, as Cabero (2004) explains, increases the motivation and interest of students who are learning a foreign language, as long as they have the technological resources to use them and in If they do not exist, they must have the ability to adapt them to the conditions within which the school develops, for which they will require the creativity and resourcefulness of the practitioner.

In this sense, it is proposed to train the novice teacher in the use of ICT, making known its applications, uses and pedagogical and innovative possibilities in the creation of materials, the selection of the pages considering the needs and learning interests of their students. students, which allows them to choose the right games and activities, taking into account the requirements, desires and curiosities of the learner, in such a way that they serve as criteria for the organization and design of guides and for the development of the class, where the role of the practicing teacher, who has the commitment, need and demand for learning from their students, which should be reflected in the design of learning guides, without forgetting that these are only facilitating instruments,within which the most important thing is the role played by the teacher, because he is the one who should have the criteria of choice and selection of all educational action in the school, accompanied by the great virtue of being motivating, to bring knowledge closer to his students, Due to the above, it is recognized that these current tools aim to stimulate this process, but they must be accompanied by the responsibility criteria of the tutor teachers or practice directors, in the same way, it is suggested to follow up on the implementation of all these materials with the purpose of glimpsing the process developed by each student with an investigative perspective .accompanied by the great virtue of being motivating, to bring knowledge closer to their students, for the above, it is recognized that these current tools aim to stimulate this process, but they must be accompanied by the responsibility criteria of the tutor teachers. or practice directors, in the same way, it is suggested to follow up on the implementation of all these materials in order to glimpse the process developed by each student with an investigative accompanied by the great virtue of being motivating, to bring knowledge closer to their students, for the above, it is recognized that these current tools aim to stimulate this process, but they must be accompanied by the responsibility criteria of the tutor teachers. or practice directors, in the same way, it is suggested to follow up on the implementation of all these materials in order to glimpse the process developed by each student with an investigative look.It is suggested to follow up on the implementation of all these materials in order to glimpse the process developed by each student with an investigative perspective.It is suggested to follow up on the implementation of all these materials in order to glimpse the process developed by each student with an investigative perspective.

It would seem well then, that this novice should become an integrator of technology in the classroom, characterized by having a great capacity to adapt to change, willing to promote processes of inclusion of new pedagogical elements, supported by technologies, as proposed. Area, Gros and Marzal (2008) who highlight the condition of the teacher characterized by being a rebuilder of what has been learned, without ever losing his willingness to adapt, in the face of the changing condition of technologies and the availability and reassessment of resources, always with an investigative vision, in the context where he develops his pedagogical exercise.

Note then that the future English teacher will have to consider that their training process never ends, due to the changeable technological development and the use of tools in language teaching processes, turning towards autonomy in the required learning, not only for this future teacher, but for the learner of a language, contemplating universal standards in dialogue with local development in such a way that a congruence is generated between the achievable and inclusive worlds, according to the conditions in which they are develop the school.

1.1. 2 benefits of technology as a tool in teaching English

The existence of the reasons that impose the use of technology in the classroom is clear, as in the understanding of Martínez and Raposo (2006) who recognize that "students who use ICT for communicative, educational, instrumental and playful:", (p. 15), broadens their vision of the world which indirectly affects their lifestyle, probably contributing to seeing the usefulness of this type of tools in another sense, discovering that they can be used in the development of daily activities, while facilitating their interactivity,because many of them use it to buy, travel, learn, work or talk and look for study or work alternatives using the technological means discovered in the classroom, a situation that becomes an opportunity if it is directed towards the educational environment, because could potentiate and strengthen the activities planned in the school context, based on this perspective it is recognized that a high margin of them use it for a playful or sociable purpose, but not with a pedagogical objective, hence the need to develop this knowledge is emphasized , especially in undergraduate programs, which train these new English teachers so that they in turn project these uses on the students under their charge.

Now, all this allows us to notice that the programs that educate teachers need to contemplate a process of flexibility and integration of information and communication technologies, in their study plans, adopting a transdisciplinary perspective, with the purpose of entering the new dynamics of today, which require a teacher with an open mind, researcher and purposeful in facing the situations that arise in order to be at the forefront that the current world demands (Salinas, 2004).

Essentially, it is important to highlight that ICTs are just an instrument, which will never replace study and face-to-face contact, which allows a completely different position for the teacher, who in times of pandemic was forced to carry out his pedagogical actions. mediated by a technological device, which helped him to explore the virtual world, in some cases other than those to which he was accustomed and did not have total control, but which he had to explore through trial and error, against which his ability must be recognized of adaptation, flexibility and resilience, regardless of their age range, all with the purpose of facing the situation of the moment seeking to establish communication or contact with their students in the circumstances of the moment,giving rise to the implementation of other possibilities to develop the school in a virtual way, of course with the students who had access to technology at the time of the pandemic, therefore, the traditional school had to adopt its actions, in order to reach students due to circumstances that were not predictable for anyone and that the weakness of the State was noted, to comply with the fundamental right of access to education, contemplated in the political constitution of Colombia.to comply with the fundamental right of access to education, contemplated in the political constitution of Colombia.to comply with the fundamental right of access to education, contemplated in the political constitution of Colombia.

Now it is understood why this pandemic situation led to rethinking the school, especially for all the elements that concern its development, within which the emotional aspect that accompanies its development within homes has become more important every day. and that they are the result of the time of forced confinement to which everyone was being subjected regardless of the role they had to assume, the consequences of which are beginning to be perceived at this time.

Consequently, the relevance of the role of the novice educator is recognized, for having been the one who made decisions on the ways to arouse the interest of the learner, with a practical and logical sense, through the implementation of other styles and forms of teaching, in some dynamics changing, fluctuating, virtual and unknown, within which in many cases even parents or caregivers participated, in such a way that their great willingness to assume change is currently exalted, defying the multiple difficulties that he had to endure to be able to be with the students, thus demonstrating that this beginner provided a high degree of commitment, which allowed him to overcome his own challenges or limitations,for the benefit of their pupils and that for many also served as an emotional escape valve when they felt necessary, in the development of work for the benefit of others, in the context of teaching practice and that even though they were going through difficult situations of a personal nature brought about by the pandemic, she clung to and survived all these situations, showing her power of resilience in the face of personal adversities.

To this logic, it can be added that technologies provide endless answers to various questions, but the key is in the teacher because he is the one who has the responsibility of being able to select, adapt and adapt technological resources with a pedagogical vision, to respond to the concerns, interests, and motivations of their pupils, this because students seek to permanently create that identity that characterizes them, which is why the novice teacher plays a fundamental role, who becomes a source of inspiration for his pupils. (Moll, 2013)

Thus, it is assumed that this professor reflects on the challenges that the use of virtual tools entails, for which it is suggested that they be used with a transdisciplinary perspective, then he must be at the digital forefront in relation to the use of technological tools, that facilitate the pedagogical and didactic development in the sociocultural scenarios where they practice their profession (Colás and Jiménez, 2008), then, as the teacher understands the benefits of this type of artifacts, they will be able to adapt them taking into account the needs, the tastes, and trends of the moment, to use them with a practical and didactic sense, in such a way that they become a facilitating element in the language teaching processes.

It can be added that novice English teachers were permeated by all the previously mentioned situations, because many institutions where English classes were taught in person, especially in public schools, were not prepared to carry out their work virtually in the face of this pandemic condition, which is why these traditional language teaching practices had to be abandoned and entered into a changing dynamic mediated by ICTs, a culture that generated a lot of uncertainty, but which young English teachers managed to project and calm the students. expert teachers in the face-to-face classroom, by guaranteeing the pedagogical work of the teacher, who has now had to adapt to an education supported by the use of technology to develop their classes virtually.

This allows us to close this idea, saying that it will also be necessary to rethink the emotional nature of those who are being educated to be teachers, becoming a priority within the conditions of this moment, where the novice is adjusted by the challenges that must become challenges for the education of the future, within which it must be formed in the present, taking into account its emotional lags, for which its formation process must consider this condition to strengthen its integral action, with the purpose of being able to respond, to school tomorrow.

This leads to the recognition that this novice English teacher needs to overcome and solve the different difficulties, especially when technology is incipient or non-existent in public school spaces, forcing them to implement other ways of accessing knowledge, through tools such as radio, television, newspapers, songs, and all the other forms of communication that exist in today's world, whose access is massive and daily. (Munoz, 2015).

In this context, the concern arises to recognize the fundamental role of the teacher, because it is relevant for the undertaking of actions that allow solving any situation that arises, being resilient, since it is he, ultimately, who solves all mishaps with an immediacy, which It allows you to solve any fact detected in the classroom, with a proactive vision in the face of the multiple deficiencies that can accompany it.

2. Method
The methodology used in this study was based on the precepts of the qualitative method, assuming the perspective of Cárdenas and Ramírez (2020) for highlighting the researcher who, with his descriptive acuity and his ability to interpret the data, will be able to analyze the results. findings found in the investigation. To collect the data for this research, an interview was used, applied through the mediation of technological devices, to find that the participants felt much more comfortable when responding; For this purpose, the precepts offered by Buitrago, Villalobos, and Ramirez (2021) were taken into account, who propose explicit guidelines on their application.

2.1 Population
The population that was part of this research was a group of 30 practitioners, of which 12 were women and 18 were men, who carried out their first teaching practice in a public school in the city of Bogotá.
The technique applied to collect the data was based on a survey applied virtually to these novice teachers, where different inquiries were made about the use of technological tools, in the context of teaching practice, in times of pandemic.

3. Results
Once the instruments were applied, the results shown below were obtained, in graph one (1) which corresponds to the purposes of demonstrating the uses of the Internet by novice teachers.

graph 1. *Purposes of Internet use of novel teachers. Source: Own elaboration*
PURPOSES OF INTERNET USE OF NOVEL TEACHERS
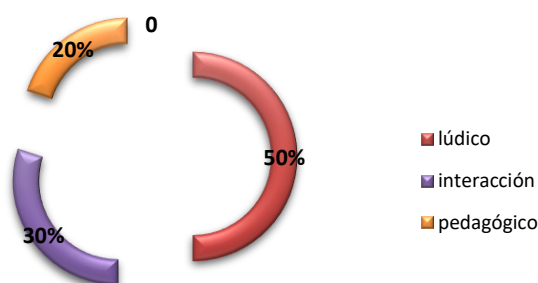
Based on the perceptions that the respondents expressed about the purposes pursued in the use of the Internet illustrated in graph one (1), it can be observed that a large percentage corresponding to 80% use it for recreational and interactive purposes, that is, they use to pass the time, hence the need to publicize those sites that include content where students can

go to develop their profession as teachers, in other words, they can search for material, select interactive exercises, choose games, obtain audiovisual material, among others that allow you to support the development of your teaching practice and develop your critical thinking, therefore, it is necessary that the subjects included in the curriculum that forms them, raise awareness and make known this type of interactive pages,that are useful to them, but when they enter into practice they begin to give a new connotation and use to this type of cyberspace.

On the other hand, it is important to highlight the purposes of interaction offered by social networks,hence the need to be taken into account to facilitate the exchange of information, then, it must be considered as an element that allows interconnection and generates channels of communication and cooperation that promote critical argumentation and you will see, which is why it is suggested the creation of groups where the participants, in this case, the practitioners, can publicize those sites that provide support for the pedagogical work they do when they are immersed in the context of teaching practice, with pages such as MES English, a WEB site that has a repository where the practitioner can choose materials, slides and multiple exercises that facilitate the development of the class among others, allowing in turn to record opinions regarding the materials available on this page,once used in the context of teaching practice, strengthening its performance supported by ICT tools.

In this way, it is intended that, through the achievement of a common purpose, groups can be organized that allow the creation of an academic environment, in which all those students who are part of the teaching practice participate, in order to, base the development of their experience, supported by the use of the Internet allowing inclusion, democratization, and difference, in a respectful, professional and proactive way.

The results on the sources used by the teachers in training to extract or select the digital resources used in the development of their teaching practice classes are shown in graph two (2), academic space included within the study plan, which the Educate to be English teachers.

Graph 2.Virtual resources to teach English. Source: Own elaboration
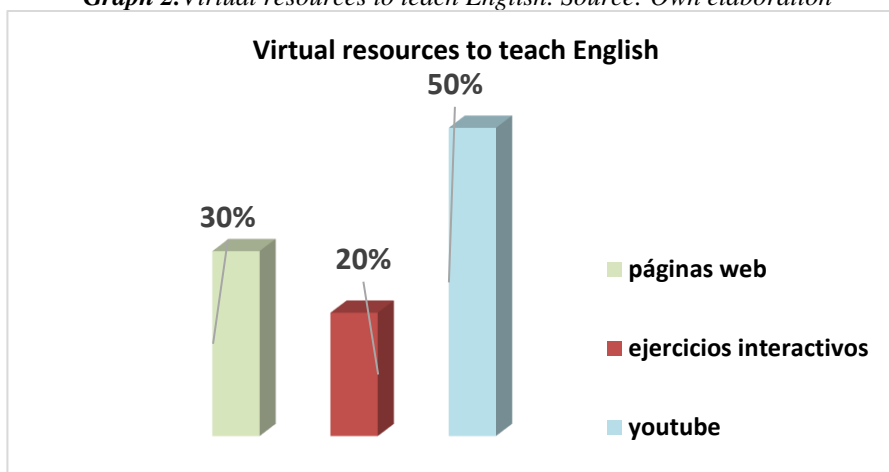
The pandemic diversified and enriched the availability of technological resources that allowed contact between teachers, students, and even parents, of course, as previously stated, when they had the devices for it. At the point at hand, It is interesting to recognize that 70% of the respondents recognized that they constantly used interactive pages, because they were resources that favored communication processes and engaged or attracted learners, by having the opportunity to develop various activities that were interesting, playful, fun, pleasant and impressive for those who were learning English, hence the opportunity offered to the teacher, when he is trained in the criteria that must be taken into account to select this type of pages,and in turn know where they exist on the web and what purposes they have, to put them in dialogue with the processes that should be part of their study plan, in such a way that they establish a bridge between technology and teaching methods, developed within his teaching practice until it becomes a habit that enriches his practice as a teacher.

Finally, the results obtained in the inquiry on the subjects included in the study plan are presented, where they have the opportunity to learn about the pedagogical use and management of technology, applied in teaching practice, which is shown in graph three (3), as can be seen, 60% of those surveyed responded that there is not enough hourly intensity in the subjects included in their study plan, which allows them to acquire this learning, but that at the time they enter the practice measure their usefulness.

Graph 3. *Curriculum subjects where to learn how to use technology in teaching practice: Source: own elaboration*
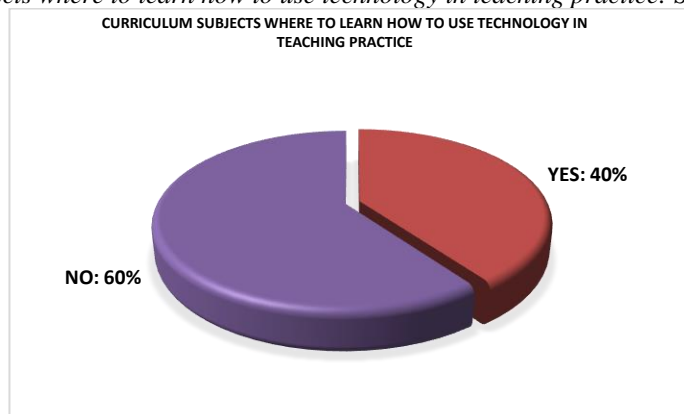
Modern times have generated new ways of imparting knowledge, which is why it is essential that there is greater awareness of the use of technology in the classroom, in this way, a true integration of virtual tools will be achieved in institutions, especially When teaching practice is developed, then it is a matter of making the institutions that educate teachers in the faculty of education aware, so that they take into account the changing society and include technology and activate programs and curricular spaces dedicated to learning ICTs in educational contexts, assuming a globalizing and inclusive look towards the selection, adaptation, and use of these technological resources in the classroom, required by today's youth, which must be changeable and adaptable.

This section closes by saying that to achieve this purpose, it is necessary to opt for a flexibility criterion to implement multiple adjustments to the study plans that educate these new English teachers, so that they are able to connect, plan, choose, and develop activities using digital media, which allow, at the same time, to achieve processes of autonomy and self-regulation of the time that is used in their choice and in their use, which are intended to be done with an educational purpose, to provide innovative and creative tools, that leads them to propose solutions in case of not having these digital resources in the classroom, developing various classes supported by other types of aid and by the knowledge provided by the educational entity that trains them.

4. Conclusions

It is vital for the novice teacher to take into account factors such as the context where the practice is going to be carried out, the learning objectives of the institution in relation to the foreign language, the educational framework, the interests, motivations, and needs of the students who will have to their position, the English program that will be under their responsibility, the requirements of the tenured professor and the tutor, the interests and learning needs of their students, the availability of technological devices, among others, and the rationale for their pedagogical actions, which must be arranged especially with the head teacher, when he approaches the classroom, who needs an assertive and proactive communication attitude, as they constitute decisive factors for the planning of classes, and the success of the application of technology,and the motivation of who will benefit from the practitioner's contributions, which are quite striking.

On the other hand, it must be recognized that this novice teacher needs a disposition for change, being aware that his learning process never ends, but, on the contrary, he offers him multiple possibilities of support for the development of the class, leaving aside their previous experiences as an English learner, especially when they were in elementary or high school.

Consequently, the training processes in the use and search of technological resources do not wait, therefore, the undergraduate programs that train future English teachers must offer subjects within which this knowledge is imparted, which must be part of the curriculum offered by the degree program, as well as the development of artificial intelligence.

Finally, it should be recognized that with the implementation of ICTs that support the development of classes for novices, in some cases it is carried out with many limitations, therefore, the teacher of the future must also be prepared to make use of it. of other creative and motivating means according to the conditions in which the practice is carried out, and that in many cases they do not have access to technology, but that they must learn to overcome and solve in a resilient way before the conditions in which it is carried out his first approach to teaching.

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