

Group methodology for psychoanalytic exploration: an intervention program for the proper management of situations of fear
Metodología grupal para la exploración psicoanalítica: un programa de intervención para la gestión adecuada de situaciones de temor

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ABSTRACT

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The article presents a research focused on the development of a group analysis device called 'The Talking Machine', designed to address the fears and anxieties experienced by student teachers during their professional internships. This device has the main objective of improving student retention and performance by providing a safe and structured space where they can reflect on their concerns and find creative solutions. Through group activities, it is expected that participants will develop communication skills, strengthen their confidence and acquire skills to face the challenges of their teacher training.

The proposal of 'The Talking Machine' arises as a response to the need to provide tools to adequately manage the situations of fear and anxiety that may arise in the formative process of future teachers. The importance of promoting teamwork, personal reflection and self-knowledge is highlighted as fundamental elements for the professional development of students. Additionally, the possibility of incorporating this device into the teacher training plan in the province of Río Negro is raised, which could significantly contribute to improving the quality of education and the well-being of future educators.

RESUMEN

Palabras clave:

dispositivo de análisis
grupal, estudiantes de
formación docente,
temores y angustias,
habilidades de

El artículo presenta una investigación centrada en el desarrollo de un dispositivo de análisis grupal denominado 'La Máquina de Hacer Hablar', diseñado para abordar los temores y angustias experimentados por los estudiantes de formación docente durante sus prácticas profesionales. Este dispositivo tiene como objetivo principal mejorar la retención y el desempeño de los estudiantes al proporcionar un espacio seguro y estructurado donde puedan reflexionar sobre sus preocupaciones y encontrar soluciones creativas. A través de actividades grupales, se espera que los participantes desarrollen habilidades de comunicación,

comunicación, desarrollo profesional.	fortalezcan su confianza y adquieran competencias para enfrentar los desafíos de su formación docente. La propuesta de 'La Máquina de Hacer Hablar' surge como respuesta a la necesidad de brindar herramientas para gestionar adecuadamente las situaciones de temor y angustia que pueden surgir en el proceso formativo de los futuros docentes. Se destaca la importancia de promover el trabajo en equipo, la reflexión personal y el autoconocimiento como elementos fundamentales para el desarrollo profesional de los estudiantes. Además, se plantea la posibilidad de incorporar este dispositivo al plan de formación docente en la provincia de Río Negro, lo que podría contribuir significativamente a mejorar la calidad de la educación y el bienestar de los futuros educadores.
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Introduction

The research arises from the need to address the fears experienced by students at the beginning of their teaching practice at the Instituto de Formación Docente Continua de El Bolsón¹ (IFDCEB), Argentina. These fears can hinder their training process and affect their performance as future teachers.

Numerous studies have analyzed fear in the educational environment, highlighting its impact on cognitive and emotional development (Garzón Arcos et al., 2013; Pulido Acosta & Herrera Clavero, 2016; Miller, 2017; Gutierrez Alvarez, 2021; Bellotti et al., 2023). However, there is a paucity of research specifically addressing student teachers' preprofessional fears and how they affect their training and motivation. In this context, Soledad Manrique's work in the field of teacher training stands out for its focus on the construction of subjectivity and its application of psychodrama as a therapeutic and formative tool. In his study "Subjectivity under construction in teacher education", Manrique (2019) analyzes the process of teacher education in residency in Argentina, focusing on identity transformation and the interaction between intrasubjective and intersubjective aspects. Using clinical approaches and post-Freudian psychoanalytic theories, his research reveals how identity transformation can lead to the reproduction of the teacher's original conditions, despite an apparent identity rupture. This study is relevant to understand the processes of subjective formation and transformation in higher education and teacher training.

The same author in his paper "Teacher training in residency: subjectivizing experience?", Manrique (2021) highlights the importance of residency in teacher education and its impact on professional subjectivity. It stresses the need to design instances of accompaniment that allow future teachers to explore their uniqueness and desire to teach, instead of simply adapting socially. It highlights the crucial role of promoting reflection and the emergence of self-talk in teachers in training, as well as the function of the holding as a container element to propitiate subjectivizing effects during the residency.

In the article "Contributions of psychodrama to the field of training", Manrique (2017) delves into the various contributions that psychodrama offers to the training process, both in the educational and therapeutic fields. It highlights psychodrama's ability to facilitate exploration and emotional unblocking, allowing participants to rehearse new responses and experience affect safely within a structured and supportive framework. This process leads to a subjective repositioning, where individuals can compose new roles and characters that reflect their internal and external reality in a more authentic and adaptive way. Manrique (2017, p.29) highlights the group approach of psychodrama, emphasizing how the group becomes an amplifying space of the imaginary, where participants can project their affections and internal contents. This projection allows each member of the group to take ownership of the individual conflict and contribute to its elaboration and resolution, generating a process of transformation at both the individual and group levels. The multiplicity dynamics of psychodrama emphasizes the interaction among participants and the co-construction of meanings, which enhances learning and reflection from multiple perspectives. In addition, Manrique (2017, p.31) emphasizes the role of psychodrama as a therapeutic and psychosocio-educational intervention tool in institutions and groups. It highlights how this tool

¹ The IFDCEB offers four teaching programs

addresses both individual and group aspects, recognizing the interdependence between personal development and group dynamics. This makes it a versatile tool for addressing a wide range of challenges and conflicts in diverse educational and social contexts. In the context of continuing teacher education, Manrique (2017, p.32) emphasizes the importance of addressing the conflicts and challenges of teaching practice in order to achieve personal repositioning in the face of them. Psychodrama provides a safe and structured space for teachers to explore their experiences and emotions, facilitating critical reflection and the search for creative solutions. Likewise, in upper secondary education, psychodrama is used as a response to conflicts in peer relationships, allowing students to experience different roles and modes of bonding within an open workshop framework.

In this context, the present research aims to develop and evaluate a methodological tool for group analysis, called 'The Talking Machine', which allows students to reflect on their fears and find creative solutions to address them. This qualitative methodology is based on descriptive hermeneutic work and relies on Action Research to investigate the origin of conflicts and generate creative alternatives for their resolution. It is hoped that the implementation of this tool will provide students with a safe and structured space to explore their fears and develop skills to face the challenges that arise during their teacher education, thus contributing to the improvement of the current teacher education program.

The experience of fear in the educational environment has been the subject of attention and analysis in academia. Specifically, those individuals who were educated during the 20th century may recognize fear as a significant obstacle that obstructed the full development of their cognitive and creative faculties and their inclination to explore and acquire additional knowledge. The school experience, which encompasses the most formative periods of life, has left an indelible mark on the psyche of many individuals, exerting a determining influence on their current thinking and behavior.

In addition to its direct impact on the individual in terms of fear and limitation of his or her capabilities, the experience of fear in the school context may contribute to the internalization of a superego marked by the norms and expectations imposed by the educational institution and society in general. This superego assimilates social representations and ideals of academic success and acceptable behavior, which can generate a sense of inadequacy and anxiety in those who fail to meet these predefined standards.

This proposal is based on the identification of the concerns expressed by advanced students in the Primary Education Teacher Training Program at the Instituto de Formación Docente Continua de El Bolsón (IFDCEB). These students have expressed fears that affect their academic and professional development, especially in relation to teaching practice, thus underlining the importance of considering teacher training as a process crossed by challenges and obstacles that affect the construction of identity and motivation of future educators.

The interest in addressing this issue arises from a concrete experience during a workshop on Comprehensive Sexual Education, aimed at advanced students in the career of Primary Education Teacher at the IFDCEB, in 2022. Throughout this activity, the participants had the opportunity to participate in group analysis sessions that facilitated the exchange of ideas and reflections. These discussions allowed for a deeper understanding of the motives and conflicts, both conscious and unconscious, that influence students' formative and emotional development.

The feelings of fear experienced by these students stem from different insecurities regarding their competencies and performance, which usually generates a high level of psychic suffering that conditions their teaching practices. Students who feel insecure about their skills and competencies may have less motivation to learn and less confidence in their ability to succeed in their future teaching career, which may lead them to drop out of teaching before completing it.

However, it is not intended to claim that neglect is due solely to feelings of fear. They recognize doubts about their own abilities, added to the difficulties in their own learning. Students are adults with family responsibilities that may force them to rethink their life plans.

It is important to understand that there is no single cause that explains why a student decides to leave a teaching career, but rather that it is a complex decision influenced by a variety of factors.

It is necessary to implement measures that provide academic and personal support to teacher training students, so that they can develop their vocation with the necessary tools and support. Teacher training in the jurisdiction of Río Negro lacks a space that provides support to appease situations of anguish and fear. Therefore, this research proposes to develop a methodological tool based on a qualitative methodology framed in descriptive hermeneutic work. This methodological tool aims to facilitate solutions to dilemmatic situations by transforming them into dialectics. Designed specifically to address the various fears students experience as they begin their teaching practice; it provides a safe and structured space where students can reflect on their fears and find creative solutions. Through group activities, students are expected to develop skills and competencies to effectively face the tensions and challenges that arise during their teacher training.

The intervention is based on Action Research and uses qualitative techniques such as interviews, content analysis and observation, with the objective of jointly investigating the origin of the conflict and generating a creative alternative to the situation.

This proposal aims to complement the training of future teachers, who, after experiencing and participating in the proposed device, will be able to transform their situations of fear. It is hoped that they will be able to find a propitious space to deploy their discourse and reflect on it, an epistemic process that will allow them to rewrite it in their own history. Likewise, this initiative is presented as an alternative to improve the current teacher training program.

Method

Research methodology refers to the set of strategies, techniques and procedures used to carry out a research study. This methodology includes decisions on research design, sample selection, definition of variables, data collection and analysis of results. In summary, research methodology provides the general guidelines for conducting a research study.

On the other hand, the methodology proposed in the research focuses on the construction of a group methodology for the psychoanalytic exploration of fearful situations in advanced teacher training students. This methodology is based on various theoretical references that support its development and involves several stages and techniques that seek to provide a safe and facilitating space where students can explore and express their concerns, fears and insecurities in relation to their professional practices.

Finally, the methodology used for the construction of the data refers to the specific processes and techniques used to collect and organize the data. This may include data reduction and data coding, with the objective of making the data more manageable and analyzable. It is important to note that the methodology used for the construction of the data depends to a large extent on the theoretical approach and research methodology used in each study.

Problem to Investigate

In the context of the research methodology, the problem to be investigated is addressed, which focuses on the analysis of psychoanalysis and its application in teacher training, especially in relation to the management of fearful situations by students. Psychoanalysis is often associated with a rigorous clinical apparatus centered on the ability to listen to patients. However, this conception has limited its explanatory power in the face of social phenomena. From depth psychology, a vision of the unconscious is attributed as something dark and inaccessible, which responds to the pretension of constituting an individual subject, alien to the reality that surrounds him and his history. This research proposal invites us to explore new directions and ideas for teacher training and to consider the links that can be established with psychoanalysis and groups.

The moment of the course in which the field work is carried out, in which the interaction with the school takes place, is an instance that gives students the opportunity to put into play their ideas about how learning subjects learn. This leads to rethinking, reconfiguring and even validating their view of themselves and their professional future. However, personal stress and feelings of uncertainty about their competencies and performance can generate a high level of psychological distress. Thus, the need arises to provide tools that allow them to face fearful situations during their teacher training.

In conclusion, the problem to be investigated focuses on how to ensure that advanced students in teacher training courses at the IFDC of El Bolsón learn to adequately manage situations of fear when faced with the imminence of their professional practices. This research seeks to provide constructive psychoanalytic and group-based tools to address these challenges and promote effective professional development.

Objective of the Research

To develop the group device of voluntary participation, La Máquina de Hacer Hablar (The Talking Machine), aimed at third year students of the IFDCEB teacher training courses, which allows the adequate management in the treatment of frightening situations in the face of the imminence of their professional practices.

Analytical Device to Address Dilemmatic Situations in Teacher Training

A qualitative approach is proposed to describe, understand and interpret the phenomena through the perceptions and meanings of the participants. Tools such as open and unstructured observation, participant observation and anecdotal records will be used. This research design will be conducted in a natural setting, focusing on the meanings extracted from the proposed experiences.

As for the instruments, research tools will be used that include open observation, participant observation, anecdotal records and a brief planning of each encounter. The objective is to analyze the fears expressed from the beginning of the workshop, both

conscious and unconscious, related to the quality of the work, the evaluation of competence and personal bonds.

The study population will be the advanced students (from third year onwards) of the four teacher training courses of the IFDCEB. The sample will be made up of students who voluntarily sign up to be part of the Action Research Group (GIA). Non-probabilistic random sampling will be used to obtain a representative sample and allow the use of inferential statistics. This approach seeks to ensure that all possible combinations of sampling units have an equal chance of being selected, which facilitates the generalization of results to the entire student population. Having outlined our methodological approach, it is crucial to highlight the influence of Freud's conception of the *dispositif* on psychoanalysis. This device, understood as a set of elements that are articulated to produce a certain effect, constitutes a fundamental pillar in our research. In this context, the four elements of the Freudian *dispositif*, namely free association, interpretation, transference and the analyst's response, play a central role in the understanding of unconscious processes in the context of teacher training. Free association consists of the subject expressing whatever comes to mind without censorship or criticism. Interpretation consists of the analyst making sense of what the subject says, revealing hidden or repressed meanings. Transference consists of the subject projecting onto the analyst his unconscious feelings and desires, especially those related to his parental figures. The analyst's response is for the analyst to intervene in the transference process, maintaining a neutral and distant position.

Methodological Aspects

In the proposed research, a qualitative methodology was used to collect and analyze the data. As part of this methodology, multiple techniques were used to construct and organize the data, including data reduction, coding and category formulation. Taken together, these processes sought to provide a sound and systematic theoretical framework for analyzing the data and extracting meaningful concepts.

As for the tool used for data analysis, specialized software such as ATLAS.ti was used to organize and analyze the qualitative data. ATLAS.ti has an automatic coding module that makes use of artificial intelligence algorithms to identify units of meaning and categories in the data, thus speeding up some analysis tasks.

Some Assumptions

The methodology designed for this research consists of psychodrama workshop meetings, a therapeutic technique based on the dramatic representation of personal or group conflicts. The objective of this methodology is to address and resolve dilemmatic situations that arise during student teaching practices, considering that this is the first experience of this type at the higher level in the jurisdiction. The proposed activities involve representing and multiplying scenes that pose the students' dilemmas during their teaching practices, requiring adequate management by the workshop coordinator and the work group. This involves dealing with the negative emotions and thoughts generated by the dilemmas, as well as providing mutual support and containment among the participants.

In order to improve participation and meet the established objectives, new actions and strategies were implemented, adapted progressively in each workshop and week, based on the needs communicated and experienced by the students. These initiatives included

creating an atmosphere of trust and respect among participants, encouraging the free and creative expression of emotions and ideas, facilitating the exchange of experiences and opinions among students and internship teachers, and promoting critical reflection on the scenes depicted and the solutions proposed.

To document the process and results of the research, various forms of recording were used, such as open and unstructured observation, participant observation and anecdotal records. These methods included individual and group interviews with participants, observations of both participants and non-participants, content analysis of the scenes acted out and multiplied, and formative and summative evaluations of the workshop. Thanks to these records, it was possible to collect qualitative data on the experiences, learning, changes and challenges faced by the students during their participation in the workshop. In this sense, the methodology and its coherence with the theoretical foundation allowed its analysis and revision during the process, at each stage of the process, and its subsequent readjustment according to the data collection, mediated by the students' protagonism.

Results

A series of theoretical-methodological and practical results have been obtained from the field work.

Prior to the application of the proposed methodology, the initial state of fears in teacher education students was characterized. Difficulties were identified in the management of fear, where advanced students showed anxiety and fear before the imminence of their professional practices. This situation could affect their performance and their ability to establish effective relationships with students. In addition, there was a lack of adequate space to address special situations, such as anxiety and fear that arose when facing the beginning of the internship. These findings highlight the need to develop fundamental skills and competencies in future teachers to meet these challenges (Table 1).

Table 1

Key aspects of the initial situation of fears identified in teacher education students.

Appearance	Description
Difficulties in fear management	Advanced students experience anxiety and fear about the imminence of their internships, which can affect their performance and their ability to establish effective relationships with students.
Lack of adequate space	Current teacher training does not always provide a conducive environment to address and contain special situations such as anxiety and fear that arise when facing the beginning of professional practices.
Development of fundamental skills	The proposed methodology seeks to promote critical reflection on the role of the teacher, the relationship with students and the construction of emotional bonds, strengthening social, emotional and pedagogical skills.

The proposed methodology offers a series of strategies to help students overcome their fears and develop key skills for their teaching career. First, the importance of identifying and expressing specific fears through diagnostic activities at the beginning of the process is

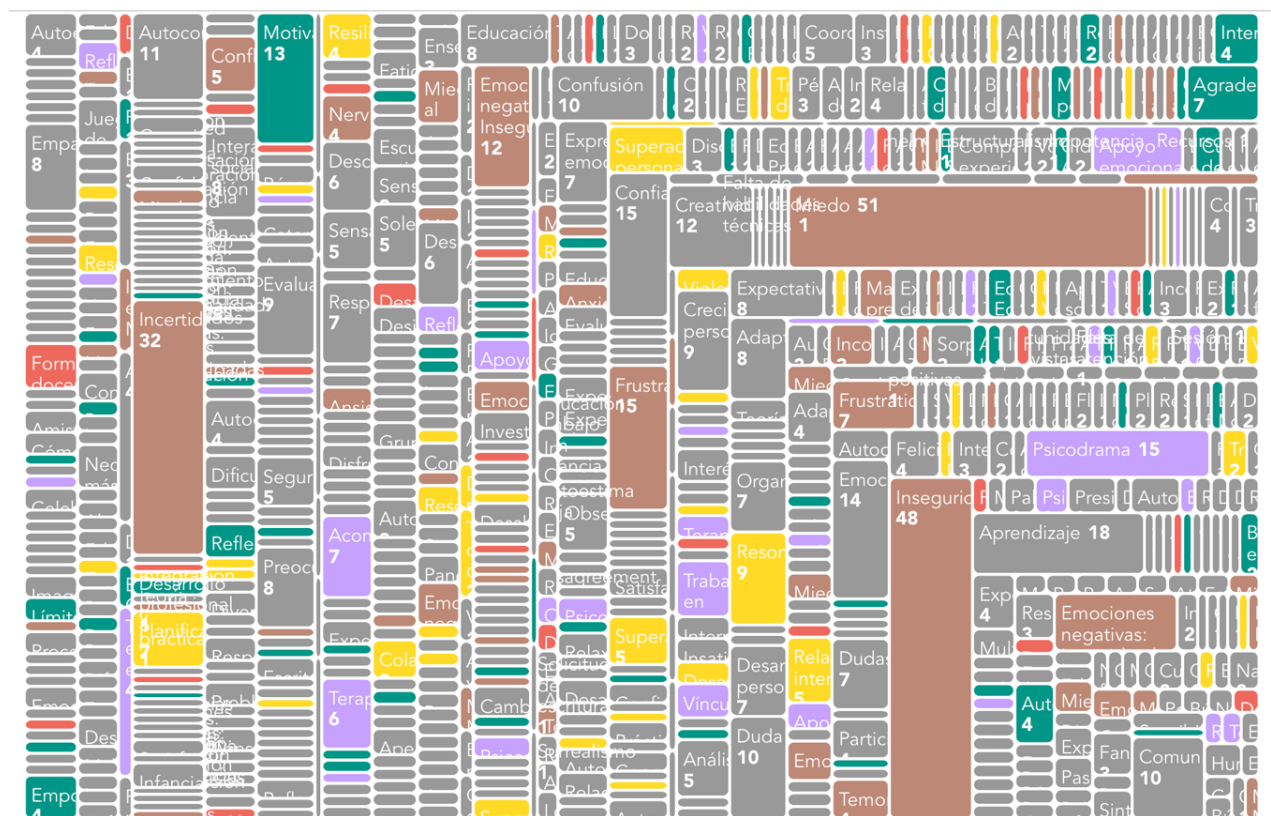
emphasized. This allows students to better understand their own fears and concerns, laying the groundwork for addressing them effectively. The methodology also encourages emotional exploration and the construction of shared meanings through the use of psychoanalytic tools in a collaborative environment. This approach provides students with a conceptual and practical framework for dealing with their emotions and working together to overcome the challenges they face.

Another key aspect of the proposed methodology is the analysis of clinical cases that exemplify situations of fear in the teaching practice. By studying these cases, students can apply the theoretical concepts learned to practical situations, which helps them better understand how to manage their own fears in real contexts. In addition, the periodic feedback provided to each participant allows them to reflect on their progress in managing anxiety and fear, promoting continuous learning and constant improvement of their emotional and pedagogical skills.

The Evolution of Units of Meaning Into Categories

The starting point of this research is shown in Figure 1: Code tree diagram illustrating the complexity inherent in the coding task using ATLAS.ti.

Figure 1
Tree diagram of the codes



This figure highlights the complexity of coding using artificial intelligence and serves as a starting point. Each rectangle in the diagram represents a code assigned by the researcher, the size of which reflects the frequency of occurrence of the code. This initial visual representation allows us to appreciate the number of codes and citations, as well as the structural complexity that can arise in the analysis process.

When analyzing the information represented in the tree diagram, we address data reduction. This process involves transforming raw data into a more manageable and concentrated form, without losing the essence of the information. It includes identifying and highlighting critical information, extracting meaningful segments, and classifying and categorizing data into themes, topics or emerging patterns.

Once the data have been reduced, we proceed to their coding, which is essential in qualitative research. It consists of categorizing and labeling data segments with tags that represent their meaning and content. This process condenses the data and provides them with a conceptual management, transforming them into analyzable units. It requires attention to detail and knowledge of the context in which the data were collected. In the proposed research, we created codes based on the concerns expressed by students related to fear at the beginning of their professional practices.

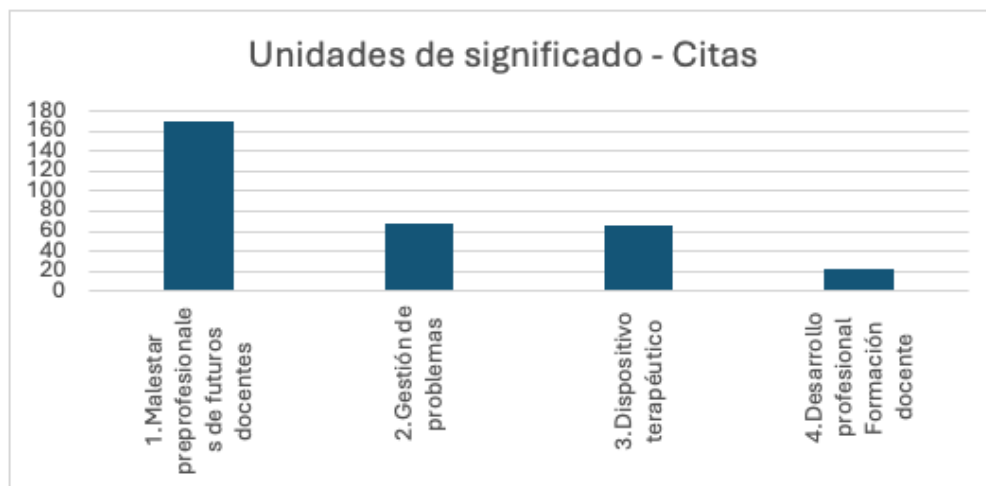
Once the labels have been assigned to the data, the categories are formulated. These represent a higher level of abstraction, allowing the grouping of units of meaning around common ideas or concepts. They not only group units of meaning, but reflect a deeper understanding of emerging patterns and themes in the data.

The process of category formulation involves systematically and reflectively analyzing the data to determine the connections and relationships between different units of meaning. A useful approach in this process is to consider the number of codes that each unit of meaning has. In general, meaning units with a larger number of codes may suggest more prevalent or important themes in the data, and thus may constitute more robust categories. This process must be rigorous and thoughtful, taking into account both the quantity and quality of the units of meaning.

Figure 2, presented as the Meaning Unit Bar Chart, represents a crucial step in the process of category evolution. These units of meaning are the result of the refinement of the initial codes and the quotations associated with each of them. In this sense, Figure 2 provides a clear visualization of how the original codes are transformed and grouped into more refined units of meaning, which subsequently serve as the basis for the construction of categories.

Figure 2

Significance unit bar chart



This link between categories and units of meaning highlights the importance of the iterative process of qualitative analysis. As the initial codes are revised and redefined, more precise and contextually rich units of meaning are generated. These units, in turn, are used to identify emerging patterns and common themes, which are translated into the categories that structure and give meaning to the data set analyzed.

Thus, Figure 2 not only shows the resulting categories, but also evidences the thoughtful and rigorous work behind their formulation. Each category represents a deeper understanding of the data, enriched by the iterative analysis process that incorporates both the original codes and the interpretations derived from the meaning units. This process ensures that the final categories are representative and meaningful in relation to the data set and research objectives.

Discussion

The implementation of dramatic free association has represented a significant advance in the exploration of therapeutic techniques applied to teacher training. This proposed methodology is based on the dramatic representation of personal or group conflicts, allowing participants to express their thoughts and emotions through theatrical scenes that represent dilemmatic situations. In the case of the methodological device used, this technique was implemented through a dynamic that facilitated fluidity in the associations and multiplications of scenes, providing a space conducive to the manifestation of subjectivity and interaction among participants.

During the warm-up stage, efforts were made to create an atmosphere of trust and security that would allow participants to feel comfortable to express themselves freely. This initial phase was essential to establish the necessary foundations for the effective development of dramatic free association. Subsequently, in the action stage, the dramatic free association itself took place, where the participants flowed in associations and multiplications of scenes, exploring various situations and conflicts. This phase allowed each individual to express his or her fears and difficulties in an authentic way, without restrictions or value judgments.

Finally, in the reflection stage, a space was provided for the participants to reflect together on the experiences lived during the dynamics. This shared reflection facilitated the identification and work through any fears and difficulties that may have arisen, thus allowing for a meaningful learning process. Together, these stages formed an integral process that made it possible to explore and address the emotions and conflicts present in teacher training.

The main objective of implementing dramatic free association in the methodological device was to provide participants with a space to express themselves freely and manifest their subjectivity. In a context of teacher training, where future educators face numerous challenges and stressful situations, this technique became a valuable tool to identify and work on the fears and difficulties inherent to the teaching profession. By allowing the participants to explore and represent their dilemmas in a creative and non-judgmental way, the development of self-reflection and communication skills that are essential for effective teaching was fostered.

In addition, the dramatic free association promoted interaction among the participants and joint reflection on their experiences. This process of exchange and shared analysis contributed to mutual enrichment and the strengthening of the sense of community within the group. It also allowed participants to feel accompanied in their process of exploration and personal and professional growth.

In summary, the implementation of dramatic free association in the methodological device has represented an effective strategy to address fears and difficulties in teacher training. This technique has provided a safe and structured space for participants to freely express their emotions and reflect on their experiences, thus contributing to the integral development of future educators.

It is also suggested that future research should delve deeper into the long-term effects of this methodological device on the professional development of educators. It would be interesting to examine how this technique influences the teaching practice and emotional well-being of educators throughout their careers, as well as its impact on students' academic and socioemotional performance. Longitudinal studies could provide a more complete understanding of the long-term benefits of this innovative technique in the field of teacher education.

Conclusions

Research on the methodology for managing frightening situations in teacher education offers revealing insights into how to address the emotional and professional challenges faced by future educators. This methodology has proven to be an effective tool to address the fears and difficulties inherent in the teacher training process, presenting an innovative and creative approach that makes a significant difference in educational practice.

The methodology can help prospective teachers develop fundamental skills and competencies for their careers in the following ways:

1. Identification and expression of specific fears: Through diagnostic activities at the beginning of the process, the qualitative methodology allows students to identify

and express the specific fears they face in their professional practices, which helps them to understand and address their fears.

2. Emotional exploration and construction of shared meanings: By applying psychoanalytic tools in a collaborative work process, students can explore their emotions, those of their peers, and construct shared meanings about their fears. This provides them with a conceptual and practical framework to address their fears effectively.

3. Case analysis: The analysis of cases that exemplify situations of fear in the teaching practice allows students to understand the theoretical concepts and their applicability in the management of their own fears, fostering practical and meaningful learning.

4. Periodic feedback: The methodology includes the provision of periodic feedback to each participant, allowing them to perform a metacognitive exercise on their progress in managing anxiety and fear. This feedback contributes to the continuous development of emotional and pedagogical skills necessary for teaching.

This methodological tool provides a safe and structured space where participants can freely explore their emotions and reflect on their experiences. This aspect is fundamental, as it allows future educators to identify and better understand the emotional and professional challenges they face during their training. By providing an environment conducive to authentic expression, this technique facilitates the process of recognizing and coping with fears and difficulties, which contributes significantly to their personal and professional development.

In addition, it fosters the development of essential skills for teaching practice, such as communication, reflection and teamwork. By participating in this technique, future educators have the opportunity to practice and improve their verbal and non-verbal communication skills, allowing them to establish stronger and more meaningful relationships with their students. In addition, shared reflection and teamwork promote collaboration and the exchange of experiences among participants, thus enriching their training process and better preparing them to face the challenges of the teaching profession.

We can assure that the proposed methodology emerges as a valuable and transformative tool in the context of teacher training. Its innovative and creative approach to addressing fears and difficulties in this area provides an effective and sustainable solution to prepare the educators of the future. In addition, its ability to promote the development of fundamental skills for teaching practice highlights its relevance and pertinence in today's educational field.

Therefore, implementation in teacher training programs is strongly recommended as an effective strategy to prepare educators for the challenges of the profession. Its positive impact on the personal and professional development of participants makes it an invaluable tool in the search for educational excellence and the formation of committed and reflective educators.

In addition, it is worth noting the versatility of this methodological tool, as it can be easily adapted to different contexts and specific needs of teacher training programs. Its flexibility and capacity to adapt to different realities allow its application in different educational environments, from rural schools to urban institutions, as well as in different educational levels, from early childhood education to higher education. This further expands its potential impact and relevance in educator training throughout the jurisdiction.

In conclusion, the methodological device represents a significant advance in teacher training, offering an innovative and creative approach to address the fears and difficulties faced by future educators. Its positive impact on the personal and professional development of participants, as well as its potential to adapt to diverse contexts and specific needs, make it an invaluable tool in the pursuit of educational excellence and the training of committed and reflective educators.

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