

Generic Competencies In University Teachers In Latin America: A Review Of Didactic Proposals

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Abstract:

Higher education has focused its efforts on developing training programs with a competency-based approach. Common skills are this set of attributes that allow students to intervene in practice with some common elements, global and common to other professions, such as decision-making, critical thinking or respect for one's own dignity in a given situation, however, there is some research that indicates didactic and curricular recommendations for Latin American higher education in this area. The purpose of this article is to provide didactic proposals for the development of generic skills that should be a priority in university courses, analyzing each of these skills in terms of development and future implementation. Based on the above, a documentary bibliographic review on the subject was carried out, and then the steps to follow to develop the process were proposed. Therefore, it is proposed to identify the generic competences; learning outcomes, proposed methodological strategies and evaluation with indicators for each of these capacities. Among the conclusions is the need to use stages for content analysis, definition of roles and teacher training with integrity of knowledge, structural adjustment in the system and based on institutional management, identification of defined guidelines to advance in training human.

Keywords: teaching competence, human development, methodological strategy, training program, didactic proposal.

Introduction

Currently, higher education has focused its efforts on curriculum development with a competency-based approach. In this context, within its conceptual and taxonomic scope, the opposite of basic knowledge lies in the knowledge of how to become, based on achieving greater autonomy, judgment and personal responsibility of the subject/student, as well as in the source of the development of general skills (Casanova et al., 2019). Therefore, the skills and abilities of a person should not be violated, since this will affect different aspects of a person, their thinking, communication skills,

aesthetic sense, and this only some elements of the learning process.

Taking the above as an epistemological basis, educational institutions have worked diligently to make the inspiration statement work by developing curricula that, on the one hand, identify the specific competencies that guide the disciplinary training of the teacher and, on the other hand, the general competencies. Lopez Gomez et al. (2020) defines them as the dynamic combination of procedural, ability, attitude and responsibility attributes that describe those responsible for learning in an educational program or what students can manifest at the end of the educational process. As Núñez

(2004) suggests, these skills are generic and freely shared, so their presence must be clear and well-defined.

Generic skills are a set of attributes that enable students to intervene in practice with some common elements, global and common to other professions, such as decision-making, critical thinking or respect for someone who respects life, dignity in a given situation. General competencies are those competencies that contribute to the development of human capacities in different fields (Galdeano and Valiente, 2010).

Competencies are important because they improve the professional's preparation for learning and provide greater value to workers entering the world of work (Gálvez and Milla, 2018). The development of these, puts knowledge into practice, such as the ability to identify and solve problems, as well as the ability to summarize, analyze, synthesize and make decisions, are of great importance in correlation, for example, with research competence (López, 2016). Therefore, it is very important to prepare future professionals for this activity, since, based on the modern vision of performance, it is natural for them to explore their own activities and beyond, to perform effectively, together with other professionals, to build new knowledge.

In Latin America, according to Medina (2018) this is different from the reality in Europe or North America, since most public universities still claim a didactic function in which public investment threatens the mission of the country with commitment. Therefore, developing and working in this direction is desirable for the preparation of future professional citizens. In this sense, the difference between them, Latin America and Europe, considers the construction of an environmental commitment; social responsibility and citizen participation; and commitment to the social and cultural environment.

The purpose of this work is to present a didactic proposal for the development of generic competencies that should be prioritized in university classrooms, through an analysis of each competency for the

development and implementation of a realistic curriculum in universities. The research generating question is how to operate the general skills from a didactic point of view to put them into practice in any university? The result is a proposal for each generic competence: social responsibility and citizen participation; Ability to organize and plan time; capacity for criticism and self-criticism; oral and written communications abilities; capacity for teamwork; and pedagogical usability of information and communication technologies (Aguado et al., 2017).

The importance of developing generic competencies in higher education

Araya and Espinoza (2020) define learning as a phenomenon that facilitates the development of an individual and therefore of humanity, which, in their opinion, is not only natural, but also socio historical. Man is a condition for the growth and development of human coexistence. Human development must be transmitted to societies in terms of society, taking into account the fact that everyone must understand the necessary conditions for its true implementation.

From the point of view of Universidad de La Salle (2007), the learning process should be less individual and crushed, because in this historical period, urgently develop some horizontal skills, establishment and morality, allowing it to develop agreements and collective centres. In the newspaper, excellent centre of life once again later, because the social, cultural, economic and technological changes have contributed to the urgency, to participate and to satisfy democracy for the needs of all, so they reflect their own identity, but at the same time its difference. Given that in this century we live as a society constant and vertiginous changes in a very complex scenario, the response to this change is the result of a combination of adaptive skills (Garbanzo-Vargas, 2015).

Garcia (2015) describes the importance of this set of transformational skills because they represent power over processes and methods developed in practice, based on the experience of objectivity, this is how it is

really built. In other words, the relationships with which people make a reality must be negotiated and negotiated for adult social coexistence and as an act of citizenship. College students should develop these skills and skill sets that enable social inclusion and constructive civic practice in a variety of operational contexts. It would be an act based on the acceptance of another important self (López, 2016) so that he can intervene in the world around him with all his heart, with conscience and social responsibility. This set of skills is divided into permanent, interpersonal, autonomy and values learning: a problem of classification of the complexity of this framework (Reyzábal, 2012).

Although societies have achieved social prosperity through economic growth in the last 20 years, inequality continues to manifest itself around the world. An important explanation is the distribution of income at the school level. To meet these new challenges, a new learning ecosystem will be needed in human life, because relationships must be built on cooperation and interdependence.

Methodology

In this research, we use a documentary review approach to review the primary sources (Tancara, 1993) and analyze the content. Initially, the description of each competence was revealed, and the skills and content of the teacher evaluation for each established proposal are analyzed. Next, numerous methodological strategies have been listed, some of which link key concepts, objectives and evaluations, leading to an analytical matrix to select the best strategies, in line with the previous didactic components.

The content analysis method is applied not only to the curriculum but also to the structure of the curriculum by publishing publications that include specific and general competencies, but by changing the curriculum, transparency can be demonstrated: a step towards the holistic development of the approach by competencies (Collings et al., 2008). Taking into account some elements of operational thinking proposed by López Gómez (2016),

two general levels of competence are proposed. When evaluating these two levels, the criteria of competence deepening, complexity and independence of action are taken into account. The first level corresponds to a set of basic behavioral principles and criteria with a low degree of autonomy in decision-making and is used in contexts of low to medium complexity. The second level of competence corresponds to the selection and adjustment of methodical, understandable and creative behaviors, appropriate to different contexts of medium and high complexity.

In terms of classification criteria, complexity is defined as the quality of performance, taking into account various interrelated factors of the problem being solved; the autonomy of action, as an individual property, which allows the task to be carried out according to one's own criteria and independently of others, and the degree of depth of the intervention, that is, the distance between what is needed and what it implies, as well as between the circuit and its reference.

Teaching competencies in the Latin American university

Changes in higher education institutions, from new pedagogical models of a product, that changes in science and engineering need to develop the ability to create people in this regard, González Suárez (2011) defines the strength of the functions, as the integration of knowledge, skills, attitudes and values that allows that person to develop effectively in different contexts and perform appropriate functions, activities or tasks, integrate spells. Measure: knowledge, knowledge about how to implement and know how to convert.

Competencies are intangible realities that are manifested through authorized responses. Pedagogical capacity includes many factors, such as knowledge (a set of scientific, technical and social knowledge); being (a set of attitudes consistent with key features of the environment, as determined by an individual's values and beliefs); being willing to do (motivational aspects that encourage a person to be willing or not to engage in competitive behavior); ability to

act (factors related to two fundamental issues, such as individual ability and favorable environmental conditions) (López Lesmes, 2011). In the current environment, there is a need for a teacher who is a creator of new knowledge, capable of adapting and updating it, continuously innovating and not only focusing on learning, results, achieving goals, but also worrying about the learning context and researching about what happens in the classroom (Londoño et al., 2019).

Many researchers and scientists dealing with capabilities have classified them according to different points of view. Teachers need to develop competencies in the areas in which they teach, standards-based pedagogical competency, cultural competency, lifelong learning, leadership and professional development, ethical commitment, and work.

The implementation of competent skills will mean that the total number of stages that universities must undertake must include training updates on evaluation, methodology, violation resources; that show the development of the consumption of these skills; but at the same time, they have more time to develop in the classroom (Moreno, 2012). In the process of preparing experts, these skills will have a significant impact if the skills are put into higher education and the qualifications of these skills of teachers depend on the skills and types of experiences that are executed in the development of the common forms and of teaching.

Regarding the educational realities of these subjects, it has been shown that there is an encouraging learning experience to the extent that they provide a real space for theoretical training and practical capacity, because students express the meaning and importance of their work. In this sense, the students' perceptions about the acquisition and development of common skills reflect participation and responsibility in the environment in which each student performs.

The definition of professional skills is a great challenge in the design of university curricula. This is a complex and sometimes confusing problem that gives insight into the inherent complexity of the process itself. In

general, in all cases some general competence of each specialist must be determined. Self-taught using the available means, interacting synergistically with others in humanistic ethics to effectively solve the problems and challenges posed by human existence.

Manage the tools provided by the growing presence of ICT, save the environment, executing development projects without damaging the environment. Likewise, the need to understand others with humility, persistence in enlightening human transformation, respect for identity and individuality, are some common skills of professionals in a new digital era that is emerging (Hernández, 2021). Understanding this point of view is vital for a modern Latin American university for the good of others. The nature and directions of the political order influence the learning styles of those who enter universities. In any case, the university must be recognized as an ideal place for the intellectual and character development of future Latin American professionals. The university community is well positioned to provide a space where its members explore, exploit and dedicate themselves to learning how to make a full, inclusive and productive life a reality for society as a whole (Alcaín and Medina, 2017).

Training programs with a competency-based approach

One of the difficulties of the competency-based approach is that the concept has many definitions, and there are different approaches to apply it in popular education. This becomes an obstacle for the design and implementation of training programs. It is to explain why the competency-based approach was developed in combination of many disciplinary contributions to each other and to each other and economic and social trends.

This concept begins to be structured in 1960 on the basis of two contributions: Chomski linguistics and Chomsky's behavioral psychology (1965) proposed the concept of competence, as an implicit and genetically determined mental construction, put into action through communication of

performance, to which this author always objected under the effect of his modified synthetic grammatical skills. Thus, the concept of competence begins to have some developments, it is of a critical nature and review both in linguistics and in psychology (behavior and cognition) and in education.

Unlike Chomsky's proposal, to see if competition is something internally, in the act of behavior, gradually talking about competition as effective behavior, and today there is a solid behavioral model. The capacity, although it exceeds the stimulating diagram, is being carried out based on observation, efficiency and proven. During the 1990s, this concept of competency was also implemented in university institutions in different countries, thus trying to prepare people for competencies that allowed them to have a greater impact on the inclusion of employees. Another line of discipline is offered by psycholinguistics and cultural psychology, which emphasizes competence as the basic concept of a person's interaction with the environment.

The theme of competence is part of the discursive field of our time and, in fact, of contemporary educational discourses. However, as their approaches do not stop at the discourse level, but are included to streamline educational processes, there are some fundamental issues that need to be addressed. The lack of a genealogical view of the concept has been generalized by Foucault in various ways, although his predecessors can be found in the works of Canguilem and Nietzsche. From these approaches it can be concluded that the genealogy of concepts such as competition can be conveniently interpreted to understand how certain aspects of a given historical moment are reproduced, that is, their social position.

In contrast, it is striking that, to date, the discussion of the concept of competence has come closer to its etymological meaning, where its transition from linguistics to the field of work has been clarified, to later gain significance in the assignment of principles of productivity drivers within the subject, such as problem-solving ability. Instead, in the field of psychology three meanings are assigned to it: from the biological point of

view, it is the competition for the means to preserve life; From a neurological point of view, the control of reflexes leads to the muscles, and in the field of psychology, to the conflict of the contents of the human psyche.

The reconstruction of the concept of competence makes sense given the disciplines or fields with which it has come across. There is no doubt about the social implications that it will have in the future; according to the concept of morality in Nietzsche (1994) or the concept of normality in Canguilem (1976) or Foucault (1963) explaining all these pregnancies. Therefore, we can point out two points that influence the use of the term competence in education. In the opinion of the authors, based on this Chomsky formula, the use of the term competence has been generalized in relation to various fields, not necessarily associated with a single process. The novelty of the competency-based approach lies in the detailed description of the aspects on which training or education should focus.

Didactic proposals for the development of generic skills in university teachers

General skills are developed throughout life, so the home environment and preschool life experiences have a great impact. Observations of both students and their teachers show that the lower the initial development of a certain competence, the more noticeable the changes in learning or behavior (Contini and Betina, 2011). The motivation to develop these skills is personal and personal and is linked to a strong desire for self-improvement when a person realizes their importance for the future job. This observation is made by teachers who teach special subjects that have a connection role with the relevant world of work.

In the same way, students need to continually practice general skills under the supervision of a teacher and learn them over a long period of time. To develop these skills, they need to live and experience in a positive learning environment that is ideally suited to the work environment, such as the workplace.

The brief monitoring of the evolution of this concept allows you to imagine the number of elements that coincide and the intention to have a combination in the construction of competencies found in the field of education, but at the same time they cannot explain the elements and elements of the social process that remains in this period (Forero, 2009). The task in this field will be to build a precise social pregnancy, located in it, where we can argue that this term shows, on the one hand, the consequences of Chomsky's natural development.

According to the logic of innovation that we outlined, a significant innovation is the adoption of a competency-based approach, the application of which is beginning to gain popularity in the field of education, especially in the curriculum reform process, manifesting itself mainly in various forms in primary, technical and tertiary education (Casanova et al., 2019). In the case of university education, this vision manifests itself in the formation of many competencies, which leads to the assumption that five to eight competencies will be developed in each lesson. In other cases, it is the pronunciation of general processes that develop throughout life, such as literacy and mathematical competence.

Generic competences, methodological strategies and didactic proposals

The evidence shows the difficulty and need to support teachers in the development and evaluation of general competences. To improve this part of higher education, they present different proposals, such as those of Villa and Poblete (2008), which give different indicators of the development of common skills useful for teachers in the effective planning of results for these skills. For his part, Moreno (2012) provides a model to develop and assess horizontal competencies; this could also be the result of the selection of teaching methods and techniques, as well as capacity assessment instruments. In this sense, we should place the proposal of practical guidelines for learning outcomes in the general competences that we have already completed.

What does the merit-based approach offer compared to other perspectives? The question that needs to be clarified when adopting a competency-based approach is what contribution it can make to the education sector. First, we find that very few authors have developed a pedagogical approach to study educational competence. According to Trujillo-Segoiano (2014), the competency approach refers to the conflict between doctrinal models, that is, those that highlight the importance of the specific ordering of the subject of the discipline, the need to study the entire content, knowledge that includes the moment of the transfer, about their research or knowledge from another moment in time to which they can be applied; the function of the school from this point of view is to prepare for life; school content has value in itself, not because of its practical utility. The role of scholarships seems to be fixed in school activities. The second doctrinal perspective emphasizes the importance of meeting the requirements of the environment and the needs that students perceive in the learning process.

It is necessary to define not only the order of learning, but also the information collection strategy, always in the area of problem-solving or aspects of daily life; Education in this sense is life. Many authors emphasize that no learning content is meaningful if it is not studied in the context of intensive fact-based learning. This element is shared by many proposals, such as those that have emerged in the school activism movement, the latest formulations of problem-based case learning in real-life situations. According to Jonnaert et al. (2008), the competency-based approach is second-hand and assumes the need to mobilize information in the educational process, although it warns in detail that programs can use the concept of competency to remain unchanged.

Moreno (2012) highlights that one of the most important contributions of the concept of competence is to promote the mobilization of information in the learning process. First, this approach embodies Piaget's view of creating action patterns, while being relatively close to the problem-based learning approach. In fact, this approach is a fight against the encyclopedia

in education. Without exhausting this discussion, the main problem in adopting this approach is to determine its contribution to the field of education (Díaz, 2006). This approach has not been implemented, so it is difficult for those who claim to use this approach in education to articulate its meaning, which is of course difficult to convince those responsible for adopting this approach in practice.

For what we call general competences, we need to realize that they have two applications in curricula and study plans, one related to primary education and the other to vocational training in university education. In this way, higher education is required to begin teaching two general types of skills: those common to social and personal life, and those common to academia. General competences in social and personal life are those capacities for which education will bring the best results in the work of a citizen.

In general, the problem of approaching competence in education is enormous, since it requires clarifying one's own point of view, that is, building a language both with sentences and with their limitations (Díaz, 2006). This means that it is necessary to avoid such broad interpretations developed in the field of education from the point of view of competition. At the same time, a more detailed study of the pedagogical aspects of the topic is needed, renewing the discussion about the importance of education, of course, but what most authors treat it with is simply skipping or ignoring.

Conclusion

There is a paradox in facing a prominent problem in education, which has many implications, but it is precisely the difficulties faced by the concept of competence in education and its contribution to the educational debate. The use of the term competence has created a very broad language in the field of education. This change led to the promotion of different skill categories and created a lot of confusion. Currently, and it must be recognized, there is no adequate, logical and functional classification to guide the design of curricula

and educational systems. The concept of competition comes from the world of work.

It should be noted that, in the discussion of competition in the field of education, the discussion is more structured and rich in concepts, but at the same time it contributes to an empty discourse on innovation. One of his main contributions was to redefine what it means to learn in a school context. What is the purpose of learning, to fill a person's head with information stored and reproduced in graphics and texts displayed in school, or to form an individual's reasoning ability and a set of skills that allow him to solve situations? everyday problems.

In addition to the pedagogical discussion dating back to the introduction of the term, new difficulties arose. Some have to do with what might be called methods of curriculum development; others with strategies for applying those suggestions to real classroom situations. It is difficult to develop a methodology for curriculum development based on a competency perspective. We have clearly demonstrated an approach that fully accepts this proposal and another that was developed by a hybrid project.

The value of the first lies in the construction of a general map of capacities, with the difficulty of finding a clear mechanism for disseminating this postulate in the educational structure, and the advantage of the second, in my opinion, is more future-oriented, it is a recognition of a sense of competence based on respect for academic approaches, as usual, it defines a strategy to develop a curriculum in which basic contents can be learned. This leaves the question of the so-called disciplinary competences: mathematics, science, etc. However, it can also be seen how these competences come together in such a way as the development of skills and abilities.

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