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THE PEDAGOGY OF COMPETENCIES AND ITS EXPRESSION IN THE TEACHING ACTION: ANALYSIS OF THE INITIAL TRAINING OF THE BACHELOR IN PHYSICAL EDUCATION

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ABSTRACT

In the initial formation of undergraduate courses in Brazil, since December 1997, society has been called upon to prepare Curricular Guidelines based on the notion of competence with the justification of adjusting education to the demands of social transformations. That said, the present study aims to analyze how the pedagogy of competencies is expressed in the bachelor's degree course in Physical Education and to identify the view that teachers have about the materialization of these in their pedagogical practice. To this end, it is a bibliographical, documentary and field research carried out within the scope of doctoral studies in Physical Education. An education based on the notion of competence claims to prepare the teacher to more than handle the conceptual sphere of knowledge, it is about know-how, mobilizing knowledge in the specific situations of their pedagogical practice while preparing students to deal with simple and complex situations in the exercise of the profession. However, when we listen to teachers' reports, we realize that, although some of them do not have full mastery of the competencies expressed in the Curriculum Guidelines, they contemplate them through actions such as: knowing how to listen, knowing how to speak and technical/pedagogical competence, in the domain of various knowledge, ability to solve problems, among other attitudes present in their pedagogical practice.

Keywords: Pedagogy of Competencies. Physical Education. Initial Training. Bachelor.

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INTRODUCTION

Nowadays, from early childhood education to higher education, in public and private education, we are still frequently asked to plan and justify our teaching actions under the reference of the development of skills and competencies, and it is rare to find an educational document in which the vocabulary of competencies does not appear (Pereira, 2015).

In the initial formation of undergraduate courses in Brazil, this was a pressing condition and is still an element of debate and reference. Since December 1997, the society has been summoned, via Public Notice No. 04/1997, to prepare Curricular Guidelines based on the notion of competence.

> The Curricular Guidelines should give greater autonomy to HEIs in defining the curricula of their courses. Thus, instead of the current system of minimum curricula, where the disciplines that should make up each course are detailed, it is necessary to propose general lines capable of defining which competencies and skills are desired to be developed in them. Thus, it is expected that a model capable of adapting to the dynamic conditions of the professional profile required by society will be organized, where undergraduate courses begin to play a role in initial training in the continuous process of permanent education that is inherent to the world of work (Brasil, 1997, p. 1).

Currently, many courses, due to the perenniality of more than 20 years of the competencies present in the guidelines and the recency of reforms, take this notion of competencies as their orientation.

Recently, in an approved opinion of 03/12/2024, this reference to the Curricular Guidelines for the training of Basic Education teaching professionals was discussed. In this it is recognized that the competency-based curriculum was implemented with the justification of adjusting education to the demands of social transformations. However, they highlighted criticism for the political-economic bias, stating that their association with the idea of performance evaluation, regulation of teaching work and pragmatic training generated problems.

> Contrary to this conception, progressive social movements converge towards solid theoretical training, the theory-practice relationship, democratic management, and the valorization of the professional, seeking training with a socially referenced quality (Brasil, 2024, p. 3).

> Thus, it is necessary to overcome a fragmented approach to knowledge, which requires stimulating integration and constant dialogue between disciplines, to facilitate the understanding of future teachers regarding the connections between different areas of knowledge, as it is the only way for teachers to develop the ability to deal with complex situations (Brasil, 2024, p. 13).

In the field of higher education in Physical Education (PE) this was no different. First, because this idea of competence is still in force, when LDB No. 9394 (Brasil, 1996) deals with the purpose and scope of Higher Education, establishing elements for the selection processes for admission to undergraduate courses, considering the competencies and skills, especially defined in the National Common Curricular Base (Brasil, 2017). And second, even though the new national guidelines for undergraduate courses in PE, Resolution CNE/CES No. 06 (Brasil, 2018), only timidly deal with the notion of competence, the previous one, which was based on competencies, DCNEF No. 07/2004, guided the courses for more than two decades and still guides the vast majority of those that are in progress, especially because its implementation was, via CNE/CES Resolution No. 1, extended until December 2022 (Brasil, 2020).

Apart from that "[...] We identified that similarities are preserved in relation to the acquisition and development of knowledge, attitudes and professional skills. Such acquisitions and development appear as competencies and skills in the previous Resolution of 2004" (Lopes *et al.*, 2022, p. 250).

Finally, we recognize that the pedagogy of competencies has been a reference for the organization of curricula in general, ranging from Basic Education to Higher Education. However, we ask ourselves: what is the pedagogy of competencies based on? How does it materialize in the curricula of higher education courses? And how do teachers perceive, evaluate and materialize these competencies in their pedagogical practice?

In this study, we will start with a more detailed analysis of the competencies based on the National Curriculum Guidelines for undergraduate courses in PE, specifically focusing on the Bachelor's Degree. These guidelines define the principles, conditions and procedures for the training of PE professionals for application at the national level in the organization, development and evaluation of the pedagogical project of undergraduate PE courses in Higher Education Institutions (HEIs) (Brasil, 2004).

In this way, we will deal with the understanding of what competence is in initial training in PE and how these competencies are expressed in the teaching action. That said, the present study aims to analyze how the pedagogy of competencies is expressed in the

bachelor's degree course in PE and to identify the view that teachers have about the materialization of these in their pedagogical practice.

METHODOLOGY

This text is the result of a bibliographical, documental and field research carried out within the scope of doctoral studies in PE.

In the bibliographic part, for a deeper understanding of the theme of competencies, we carried out an analysis of the literature. According to Gil (2002, p. 44) this type of investigation "[...] is developed based on material already prepared, consisting mainly of books and scientific articles", also by periodicals, literary works or disseminations, among others.

About the documentary research, we used primary sources, such as the National Curriculum Guidelines for the undergraduate course in Physical Education and the pedagogical project of the institution's Bachelor's degree course.

Based on Kripka (2015) and Cellard (2008), we recognize that this type of research makes use of sources that have not received scientific and analytical treatment, and allows the extraction of information that favors the perception of processes of maturation and evolution of subjects, groups, institutions, practices, etc.

In the field research[7] , we conducted semi-structured interviews with 7 (seven) teachers, who met the inclusion criterion of: being teaching disciplines linked to the dimension of the Culture of Human Movement, such as games, sports, dance, gymnastics and wrestling in the institution.

According to Triviños (1987) and Bodgan (1994), the semi-structured interview allows for questioning in such a way that the interviewee can follow a line of thought, but giving vent to other elements that have not been planned by the researcher, but that the interviewee sees as relevant.

For the treatment of the data, we borrowed the analysis of categorical content by theme, based on Bardin (2011), whose operationalization takes place in the understanding and interpretation of messages, seeking to capture the nuclei of meaning, in a movement of decoding the information.

According to Souza Júnior, Melo and Santiago (2010, p.34) content analysis works "[...] in stages, by operations of dismemberment of the text into units and categories for later analytical regrouping, and includes two moments: the inventory or isolation of the elements and the classification or organization of the messages from the elements divided".

[7] This research was approved by the CAAE Ethics Committee: 02667318.9.0000.5192.

In this movement, the following analytical categories were delimited: professional competence and professional competence in PE, both for dialogue with literature and documents, and to guide contact with the field.

In this contact with the field, empirical categories were identified, with their units of context and record, as shown in Chart A.

Context units express elements in a broader dimension than registration units and the latter represent a raw basic data about the object, being the smallest unit of meaning (Bardin, 2011).

Chart A – Categories of Data Analysis.

Empirical Categories	
Context Units	Registration Units
Notion of Competence	
Comprehension	Understanding
	General perceptions
Skills in the Curriculum	
Appropriation	External relations the discipline
	Methodologies used
	Materialization in pedagogical practice

Source: The authors.

THE PEDAGOGY OF COMPETENCES: FROM FOUNDATIONS TO CRITICISM

Philippe Perrenoud is a prominent author when it comes to competence in Brazil, especially in the educational field. Its ideas of competence presuppose the existence of mobilizable resources, but it is not to be confused with them, since it assumes that its synergy is aimed at effective action in a given complex situation (Perrenoud, 1999).

The author considers that competence permeates the art of active execution related to a set of logical schemes with a high level of abstraction, that is, competence is built with practice in which situations of interaction, randomness, repetition and variation multiply, thanks to a personal engagement in successive exchanges and a strong desire to understand and make oneself understood.

In this sense, he highlights that the world of work has appropriated the notion of competence and the school would be following in its footsteps, under the pretext of modernizing itself and inserting itself in the current of market economy values, such as human resource management, search for total quality, appreciation of excellence, demand for greater mobility of workers and the organization of work (Perrenoud, 1999).

In this author's proposal, the pedagogy of competencies is opposed to the encyclopedic logic that has been prevailing for so many years in educational institutions. It is not the assimilation of multiple knowledges that will lead students to better understand the world, because often the accumulated knowledge verified in the exams cannot be

mobilized in real situations. Mobilizing skills is about the synergy of the various knowledges applied to a real problem-situation.

When Perrenoud (1999) reaffirms this pedagogy, he ends up incumbent on the school the function of forming competences with students, understanding them as the ability to mobilize a set of cognitive resources (knowledge, skills, information) in order to solve, pertinently and effectively, a series of situations.

Zabala and Arnau (2010) recognize that the main factor that underlies a competency-based education is the social function of teaching, that is, that teaching assumes a guiding function, facilitating each human being in a way that provides access to the means for them to develop within their possibilities, that forms essential competencies for personal development, interpersonal, social and professional.

Competence involves several schemes of perception, thought, evaluation and action, which support inferences, anticipations, analogical transpositions, generalizations, appreciation of probabilities, establishment of a diagnosis from a set of indices, search for pertinent information, formation of a decision, etc. (Perrenoud, 1999).

Still in this debate, Perrenoud (2000) emphasizes that the trajectory of knowledge construction is collective, where the teacher guides, creates situations and gives help, without being the specialist who transmits knowledge, nor the guide who proposes the solution to the problem. "There is no general device; it all depends on the discipline, the specific contents, the level of the students, the teacher's options" (Perrenoud, 2000, p.33).

When students arrive at school, they have knowledge, but they have not yet built competences, a result that would signal the failure of teaching that presents knowledge as an end in itself, that is, for Perrenoud (2000) knowledge cannot have itself as its objective, it needs to be an instrument to be mobilized to face problematic situations. Therefore, competencies are irreducible to knowledge, that is, they do not depend on scientific knowledge, although they are based on it. In other words, disciplinary knowledge is not spontaneously integrated into competencies.

That is why curricula should be reorganized according to problem-situations capable of fostering the construction of competencies from school (Perrenoud, 2000; Pereira, 2015). It is not treating it as one thing or another, but as knowledge that is intertwined with each other, that is related and aligned in the composition of an individual's education.

However, there is a question: doesn't the development of skills occur to the detriment of knowledge? So, don't they lead to giving up on transmitting knowledge? In other words, valuing the acquisition of skills over scientific knowledge can lead to the suppression of this practice.

The assumption of the pedagogy of competencies defends reducing the time destined to the pure assimilation of knowledge and questions the closed organization of curricular disciplines, that is, it questions the encyclopedic teaching that prevails in educational institutions. However, it does not exclude the need for knowledge, because in order to develop skills, it is necessary to mobilize knowledge, since in almost all human actions, some knowledge is required (Toniolo, 2020).

Philippe Perrenoud's ideas, therefore, were not immune to criticism, some of which are pertinent for us to understand what was intended to be proposed with the pedagogy of competencies and how it arrives in Higher Education.

Duarte (2001) inserts his critique of Philippe Perrenoud's Pedagogy of Competencies in what he calls Pedagogies of Learning to Learn, along with the New School, Constructivism and the perspective of the "Reflective Teacher". Thus, he makes a relationship between the proposition of competencies and the "use of active methods", originating from John Dewey's New School movement.

> The competency-based approach is added to the requirements of focusing on the student, differentiated pedagogy and active methods... [...] The formation of competencies requires a small "cultural revolution" to move from a logic of teaching to a logic of training *(coaching),* based on a relatively simple postulate: competencies are built by exercising themselves in *complex situations* (Perrenoud, 1999, p. 53-54).

In summary, we can say that it would be an education aimed at forming creative and proactive individuals, however the forms of action would be circumscribed to a better adaptation to the dictates of capitalist society, that is, the mobilization of knowledge in real situations, generates an action in accordance with what is expected of society.

Ramos (2001) reinforces the criticism of this link to the motto learning to learn, as the students' experiences are added to the learning mechanisms of the so-called generic or transversal competences: observation, communication, deduction, measurement, classification, forecasting, organization of information, decision making, analysis of variables, comparison, synthesis and evaluation.

> It is intended, in professional training, to prepare for a profession that will confront practice with work situations that, despite the uniqueness of each one, can be mastered thanks to skills of a certain generality (Perrenoud, 1999, p. 36).

In one of his speeches, Perrenoud (2000) states that there is a tendency to go too fast, in all countries, which launch into the elaboration of programs without dedicating time to observing social practices, identifying situations in which people are and will be truly confronted. That is, it is thinking about the results, where you want to go, but without calculating exactly the paths, the actions of the subjects, the real objectives, that is, those that will actually bring changes to a community, and how this project will be placed in a given environment.

And so he asks: "What do we really know about the skills that an unemployed, an immigrant, a disabled person, a single mother, a dissident, a young person from the periphery have in daily life?" (Perrenoud, 1999, p. 68). In view of Perrenoud's problematization, many scholars interpret an adaptive character in everyday situations.

We understand that the skills required in everyday life are not negligible, because what good is it for a cultured individual without the ability to apply his culture to the resolution of concrete problems? Elementary skills require the mobilization of disciplinary knowledge dealt with in school curricula.

However, these cannot be disconnected from the social and objective conditions where these competencies are forged and where and by whom they will be applied and received, as there are a series of contradictions that need to be taken into account.

With regard to universities, Perrenoud (1999) points out that they do not confer a prestigious status on 'competence'. On the contrary, even when they form competences, they have the modesty of not designating them and prefer to emphasize erudite, theoretical and methodological knowledge (Perrenoud, 1999; Toniolo, 2020).

Analyzing elements related to Higher Education, and substantiating and criticizing the pedagogy of competencies that has guided the guidelines of several initial training courses in Brazil, we found studies presenting foundations that deserved our reflection.

Polonia and Santos (2020) sought to identify the development of competencies in Higher Education, applying questionnaires with professors from three private institutions in the Federal District, using the Free Association of Words Technique (TALP), with the contribution of the theory of social representations. In the analyses, the change in focus from teaching content to placing students as protagonists is explicit. Teachers foster active and interactive conceptions in their pedagogical practices. Thus, their role is essential to overcome dichotomies, such as: theory and practice, individual and collective, affective and intellectual, technical and formative, needing to be permeated by critical and reflective postures.

Roberto, Vieira and Almeida (2017) report an experience with the development of skills related to the exercise of the bachelor's degree in Law, particularly the skills of oral expression and teamwork. For the authors, the notion of competencies can establish bridges of approximation between theoretical knowledge and the professional world, such as those experienced by them. The university thus constitutes a facilitating environment for present development and future projection.

Santos (2015) analyzes the relationship between the National Curriculum Guidelines for Professional Education at the Technological Level and the Pedagogy of Competencies in Higher Education, and evidences the shift from the qualification paradigm to the competence category. It concludes that some appropriations of the concept of competences express the capitalist interests in demanding for non-university education a pedagogy in tune with mercantile interests.

Silva (2011) proposes to contribute to the understanding of the implementation of the notion of competence in Brazilian Higher Education, focusing on the Pedagogy Course at the Federal University of Paraíba (UFPB). Showing that what is recommended in the face of changes in the world of work and its productive restructuring, is not fulfilled, as there is impropriety in the face of the nature of education and inadequacies of the curriculum. On the one hand, educational activities remain distant from the world of work, on the other hand, education needs to recognize itself as a social product and redefine curricula and practices in order to enable students to have new ways of thinking and acting in the face of society's demands.

Therefore, we see with the studies presented that the Pedagogy of Competencies, when situated in the dimension of initial professional training, defines its objectives based on the immediate expectations of the productive system of each profession and the individual possibilities of developing these competencies.

However, it is necessary that we refine our look and pedagogical practice when dealing with the Pedagogy of Competencies because, while in the studies of Polonia and Santos (2020) the mobilization of competence is seen as an overcoming of the theory-practice dichotomy, the opposite happens with the study of Silva (2011), because what has been perceived are activities distant from the world of work, so that curricula need to be redefined, In other words, it is not just about mobilizing competence in a way that is useful in life when it does not match the reality in which we are inserted.

However, Santos (2015) brings us an important point of attention, which is also an object of criticism of the Pedagogy of Competences, expressing capitalist interests in demanding a pedagogy in tune with commercial interests, because although Roberto, Vieira

and Almeida (2017) point to this pedagogy as a facilitating environment for a present development and a future projection of the profession, it is necessary that HEIs have the zeal not to deliberate on what should or should not be learned taking capitalist society as a starting point, because prioritizing knowledge that is considered useful to working life is a reductionist view of education.

We recognize that the competency-based approach has presented itself as a matter of change and rupture, since traditional pedagogical and didactic routines sometimes do not contribute to building competencies, but only to passing exams.

However, is a counter-hegemonic Pedagogy of Competences possible? Ramos (2003) will try to answer the question.

> We also point out that the counter-hegemonic educational movement, understood as one that is built in favor of the interests of workers and not of capital, would require the resignification of the notion of competence, associated with its subordination to the concept of *qualification as a social relation*. Nevertheless, we call attention to the fact that the social question is not reduced to concepts. These are mediations that make it possible to differentiate organic ideologies from arbitrary ideologies and, for this very reason, their meanings must be precise, at the same time that they must be faced at the concrete level of the social relations of production, by the organized social subjects, as a socio-historical and ethical-political material problem (Ramos, 2003, p. 96).

According to the author, this would be possible through a theoretical-methodological framework centered on human praxis, mediated by work as the concrete educational principle.

In this way, we corroborate Toniolo (2020) by stating that recognizing the formation of competencies to act responsibly as a premise in initial training, there is no way to disregard the importance of the curricular structure in this process since it is the curriculum that establishes the guidelines to be observed and followed by teachers during the pedagogical practice of initial training and this curriculum needs to be built in a democratic way thinking about who is the student who enters an HEI and what is the expected profile of this as a graduate.

COMPETENCIES IN THE TEACHING ACTION: WHAT RELATIONSHIPS?

We start from the premise that initial training should prioritize the approximation of the student to the demands that will occur in the exercise of the functions of his profession.

Today it is required that a professional be qualified and have comprehensive knowledge of the area and the contexts in which he will work.

The Curricular Guidelines for undergraduate courses, including those of the Bachelor's Degree in PE, were provided for this, through the notion of competencies. However, how did this happen in the relationship between the curriculum prescribed in the Pedagogical Project of the Course (PPC) and teaching action in the curriculum in action?

Regarding the knowledge about the competencies set out in the National Curriculum Guidelines for initial training in PE, we can perceive the lack of knowledge about these competencies from the following statements

> I could tell you a series of questions, but I wouldn't do it punctually to list them now. (Teacher 1)

> I don't have deep knowledge, some meetings have been handled with our peers, but I haven't yet focused on the study of competencies that you mentioned. (Teacher 4)

> I did the brief reading, but at this moment I don't have that competence to talk about it. (Teacher 6)

In other words, although we have highlighted that the term competencies has been present in legislation since the year 97, the knowledge that teachers have about the term or even what it means to have a curriculum based on competencies is very superficial. And such consideration leads us to the following question: is it necessary to know what competencies are so that they can be materialized in pedagogical practice? Or does it become an intrinsic knowledge, intertwined with the knowledge of the curricular disciplines?

Because, although teacher 1, for example, claims to have generic knowledge about the competencies expressed in the analyzed guidelines, when he is asked about what competence is, he associates it "with the need for theoretical and practical skills, as well as specific knowledge to act in the intervention spaces" (Teacher 1).

> Competence, yes.... Considering that it would be the relationship of me having condition from the application of the identification of the environment of the application of a set of skills to, it is... That this intervention made in this environment has the property of being and where all the parties involved can develop in the pursuit of the objectives that have been established. (Teacher 1).

That said, we realize that even though teachers do not have a broad mastery of what is put in the guidelines, the conceptualization of what competencies are and the idea that it should be knowledge applicable during the exercise of the profession is well established and understood.

On the other hand, we also identified teachers who claimed to know and use the competencies set out in the guidelines when structuring the planning of their disciplines, as observed in the teacher's statement.

> I know, we at ESEF always had when it came to preparing a plan and in the pedagogical meetings themselves, we would go there to cheat, always go back to working on these skills, right!? Nobody memorizes, but we have a general idea of the competencies that we need to think about to prepare the plan and to teach the disciplines. (Teacher 2)

A highlight in the speech of Teacher 2 indicates that only now in the new curriculum do the registration documents make the teacher "think about the formation of specific skills", before, "the registration documents did not establish this obligation".

In general, we observed that some teachers even recognize the existence of the formation of competencies within the dynamism of the practices developed in the institution, but did not establish the formation of competencies in their disciplines in a planned and intentional way

> They may even exist, several skills, but I don't direct my work as a teacher to the development of these skills, if it exists, it exists in parallel as the school has several projects such as PAPD with children with disabilities, such as Master Vida that works with elderly people, right!? And other activities that the school, thank God, to a school that offers these students various fields of activity. (Teacher 4)

The construction of competencies is closely linked to social practice and not to isolated and discontinuous actions often present in the school routine. This statement presupposes that the formation of competencies will only be acquired from situations experienced or resolved by students that are provided by teachers within their planning, even if indirectly as to the intention of 'mobilizing a competence'.

Then, we tried to identify with the investigated teachers the understanding that each one had about professional competence and we can observe the following:

> Competence I believe would be a sign that the person encompasses in terms of knowledge about a certain nature. (Teacher 4)

> The ability of people in general to deal with some theme, what they can master in relation to some theme in the specific case of gymnastics. (Teacher 2)

In the statements of teachers 2 and 4 we can infer that competence will be related to the ability to do something assertively, with knowledge that allows them to act with propriety on a certain task.

> Competence, yes.... Considering that it would be the identification relationship of what a professional will develop to be able to make a specific intervention in the scope, in our case, in Physical Education. (Teacher 5)

As for teacher 5, we see an attribution character, that is, it is a knowledge that I acquire to be able to do something, responsibility proper to a position or function.

> I understand competence as the ability to articulate knowledge to deal with a certain specific issue, let's say an issue that is related to everyday life, a certain practice or everything else, so it is knowledge that is there scattered in various places. (Teacher 3)

In the speech of teacher 3, we observed an approximation with Perrenoud (1999, 2000) when competence is related to the ability to articulate knowledge with actions of daily life.

However, in general, we perceive from the statements that competence is not only linked to the common sense of efficiency, of being good at something, and even less of mere attribution to do a task, but a mobilization of knowledge to face a pragmatic challenge (Toniolo, 2020).

Professional competence is defined, according to Nascimento (2002), as a set of knowledge, skills and attitudes necessary for an adequate professional performance and in the sense of unity, that is, thinking of professional training as a set of actions, the specific knowledge of the area should not be treated pedagogically in isolation in the undergraduate course, the curricular disciplines should dialogue with each other at all times.

However, there are weaknesses in the academic environment regarding the understanding and structuring of disciplines centered on the perspective of the formation of

competencies, as we can see below, because in this statement, competence is linked to a question of efficiency.

> There is no theoretical study on competence because the public we work with works on behavioral and attitudinal objectives and everything else, but I think that competence is still sought to do it in the best possible way. (Teacher 6)

However, the practices evidenced in the disciplines of teachers 1, 2, 3, 5, 6, 7 positively announce an approximation with competency-based training through the initiatives of seminars, interventions, micro-classes and festivals, but to consolidate training from the perspective of competencies it is necessary to do more than that.

> It is first necessary for teachers to expand their dialogue with competency-based training and, from this expansion, to envision approximation with other teachers from other disciplines to discuss methodologies, projects and other knowledge. It is also necessary to dialogue with subjects and spaces of experience outside the walls of the institution, as well as participatory methodologies so that each discipline is in fact a space for the exercise of learning by competence (Toniolo, 2020. p. 159-160).

Professional skills are built, in training, but also according to the daily navigation of a teacher, from one work situation to another, the mobilization of these resources considers the uniqueness of each situation, even if we can treat the situation by analogy with others already encountered.

Rios (2002, p. 156) highlights that professional competence is only revealed in action, because it is in professional practice that capacities are shown, because possibilities and potentialities are exercised, which is why providing these situations while still in the university is so rich and important for the process of professional training.

FINAL CONSIDERATIONS

Over the years, training schools have undergone several changes, whether to meet a neoliberal logic, to follow the model set in the world of work or any other justifications. The fact is that in this scenario, HEIs always needed to be updating and adapting their curricula to what is/was put in the guiding documents for education, making us question whether the professional we should train is one who serves the market or one who should transcend it.

If the intention is to train professionals prepared to deal with all situations, from the simplest to the most complex, in an effective and efficient way, this translates into the

mobilization of skills, which are required in Higher Education and are part of the training path of the Bachelor of Physical Education, the object of analysis of this study.

When we talk about competence, a term that has been in vogue in the construction of curricula for a long time, we characterize it as being an effective action, within a real situation, supported by knowledge, which, without being limited to these, is summoned as an ability to put formal knowledge into practice.

An education based on the notion of competence prepares the teacher to more than handle the conceptual sphere of knowledge, it is about knowing how to do and do well, mobilizing the correct knowledge in the specific situations of their pedagogical practice while preparing students to deal with simple and complex situations in the exercise of the profession.

However, when we listen to teachers' reports, we realize that even though some of them do not have full mastery of the competencies expressed in the Curriculum Guidelines, they contemplate them through actions in their pedagogical practices, as the author points out.

In other words, with regard to the pedagogical performance of the teacher by competencies, it is highlighted that it is focused on the student and on active methods, as it invites teachers to: consider knowledge as resources to be mobilized; work regularly for problems; create or use other means of teaching; negotiate and conduct projects with students; adopt flexible and indicative planning and improvise; implement and explain a new didactic contract; practice a formative assessment in a work situation; To move towards less disciplinary compartmentalization.

The didactic situation for the formation of competencies, the existence of a "problem-situation" is recommended that is not configured as any didactic situation. It must place the student in front of a series of decisions to be made in order to achieve a goal chosen by him or proposed or even outlined. It should lead the student to invest his previous available knowledge, his representations, in a way that leads him to constant questioning and the elaboration of new ideas.

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