115 - REPRESENTATIONS AND STRATEGIES FOR THE DEVELOPMENT OF COMPETENCES OF PROFESSIONALS OF PHYSICAL EDUCATION

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doi:10.16887/87.a1.115

INTRODUCTION

The current demands of the competitive labor market are challenging, demanding quality and professional competence in the various fields of activity. The updating and development of skills become interesting for quality professional intervention. In the context of Physical Education, the search for actions and methods to enhance performance and skills at work can be decisive for professional and organizational success.

It is intended to present the conception of competence for authors such as Le Boterf, Fleury and for teachers of higher education in the Physical Education course to be in contact with the current literature on the subject of professional competence. And through representations and competence development strategies used by the teachers interviewed in this research, it is hoped to contribute with science, be a reference for other studies and be able to add to the understanding of the subject. This study may be important for the knowledge of how to improve the quality of services provided, for the competent performance of teachers in teaching and to develop competencies in the professional career in the area of Physical Education.

In this study we will visualize the concept, the discourses, updates on the theme, the characteristics, the use of planning, goals and objectives for the development of the professional competences and the strategies used by the study participants, to improve the career and to have a competitive advantage in the The professional market scenario.

Through the presentation of the speeches of higher education teaching professionals who have been in the teaching profession and those who have been working for the last 11 years (less than 4 years), and the analysis of the curricula may have references for the development of professional competence In higher education and then discuss with the scientific literature.

The objective is to analyze the representations of professors of a university of São Luís on professional competence, besides verifying the perception of the main characteristics of a competent professional and analyzing the strategies used for the development of professional competences.

THEORETICAL FRAMEWORK

Since the 1970s there are significant records on the subject of skills, in 1973 studies were conducted by David McClelland, who sought to differentiate skills from subjects such as skills, knowledge and skills to conceptualize competence as a characteristic underlying a person, so that it can Performance in performing a task (MUNCK; MUNCK, 2008).

It is a word of common sense, competence, designates a person qualified to accomplish something. Its opposite signals not only the denial of this capacity, but that the individual is on the fringes of working circuits and social recognition. Therefore, the absence of this capacity carries a derogatory, pejorative sense that falls short of what is desired as a competitive differential (FLEURY; FLEURY, 2001).

For Fleury 2001, the term competence is considered as the set of knowledge, skills and attitudes (CHA) that justify a high performance, where the best performances are based on the intelligence and personality of the people. Thus it can be said that competence consists of the stock of resources that the individual holds.

Importantly, it is critical to have these resources and use them in a given situation in order to achieve results. (CHA) are supported by training and life experiences. Knowledge relates to what is known. Skills to what we know how to do. And attitudes, what we intend to do (CARBONE, 2006).

The integration and coordination of a set of skills, knowledge and attitudes, characterize the competence, whose expression results in a differential in the performance. The competencies are not restricted to a specific area of the institution, but present themselves broadly throughout the organization (FRANCO; ROSSI; MACEDO, 2006).

For Boterf (2003 apud BAETA and LIMA, 2008), "competence results from factors inherent to the individual (biography and socialization), training and professional experience." Competence is considered as an individual factor that includes factors resulting from their training, experience and profession.

Individual or professional competencies represent the resources of individuals working in an organization. And, they vary according to the degree of complexity of the work and the level of abstraction required by the tasks. They are expressed in practices and organizational routines. (TAKAHASHI, 2015)

Individual competence is closely tied to organizational skills and therefore to strategy success in most cases. It involves the articulation and rearticulation of resources in the face of demands, and they go through a learning process, facilitating the acquisition, legitimation and recognition of competence (MUNCK; MUNCK, 2008). It is perceived that individual competence is fundamental ally for the performance of the organization and that organizational success depends on a good articulation and the involvement of the individual with the collective.

It is important to emphasize that there must be an alignment between individual and organizational competence, so that the strategies and objectives of the individual and the organization are achieved and there is harmony between what the company aims at and what it does and develops on a daily basis. For this, it is fundamental the mapping of competencies and the verification of which the organization needs to develop to reach its strategies in comparison with the ones that already owns. (TAKAHASHI, 2015).

Pretending the development of competence, knowledge is considered a means that the individual seeks to develop as a social or professional being, using it to be able to assist in the collective plan. Let's see, that competence requires that it is important

to the organization. With the knowledge, it optimizes the competent action, the functions in the work and the relations with its colleagues, clients, suppliers and interferes in all its work environment (FRANCO; ROSSI; MACEDO, 2006).

The development of professional skills is a learning process that aims to meet the demands for knowledge, skills and attitudes required by both the organization and the professionals. From the point of view of professional qualification, skills relate to the ability to solve problems, deal with unforeseen situations and share and transfer knowledge. (KALIL PIRES et al, 2005).

For Ferreira (2009), the most important modernization that can take place in society is found in the area of education and training. Even though necessarily slower because it involves changes of paradigms, preferences, attitudes and behaviors, it encompasses a profound transformation in the human and socio-cultural dimensions.

In this context, the higher education teacher plays an important role in the progress and scientific growth of today's society. Considering the social and labor market changes, the adoption of more active behaviors is a strategy that seems to be indispensable and transversal to whatever the policy to follow (FERREIRA, 2009). So, given the dynamics of this social and market scenario, a proactive attitude can be a professional differential.

To acquire competency status, knowledge and know-how must be communicated and used. The network of knowledge in which the individual is inserted is fundamental so that the communication is efficient and manages the competence (FLEURY; FLEURY, 2011).

Munhoz (2010), states that professional preparation in the contemporary world has become a complex task in the face of many challenges. The current forms of knowledge production, technological advancement and globalization are demanding a new type of professional with a preparation that provides knowledge, skills and attitudes and behaviors inherent in what is defined as a professional well prepared for work. This preparation should be continuous, emphasize lifelong learning and progressively under the responsibility of the individual.

METHODOLOGY

The research is qualitative and exploratory. Held in the first week of November 2015. The sample consists of two teachers and two teachers, aged 54, 45, 39 and 34, respectively, from a private university in São Luís. Participants were given the objectives and procedures And a semi-structured interview was applied. Academic titration analysis was done by accessing the Lattes curriculum of the interviewees. The inclusion criterion was used by teachers who had been in the teaching for the longest time in the Institution. All the participants signed the Free and Informed Consent Term (TCLE), containing. Complete and detailed explanation of the nature of the research, its justification, objectives, methods and other information that were deemed relevant, thus authorizing its voluntary participation.

In order to preserve the identity of the professionals interviewed, during the analysis and discussion of the data, it was decided to change their names. As a way to guarantee the confidentiality of the interviewees and to systematize the reference of their statements, the teachers were named with fictitious names that do not include the Physical Education teachers of the University to which they are a part. We chose the names: Fábio, Pedro, Luísa and Rafaela.

RESULTS AND DISCUSSIONS

For the presentation of the data it was based on three main categories: conception of professional competence, characteristics of a competent professional and strategies of professional development. These were systematized from the objectives.

In relation to professional training, all teachers interviewed are specialists and graduates in Full Degree in Physical Education and, the teachers are masters in the area of health and a teacher is a doctorate in the area of Health. It was verified that the teaching time of the teacher Fábio is 8 years old and Professor Pedro 11 years old, these had a longer teaching time in relation to the teachers. The teacher Luísa has 4 years and the teacher Rafaela has 10 years respectively, of experience in this level of education.

Conception of professional competence

The conceptions of professional competence reported by teachers are related to commitment, knowledge, appropriate methodologies, qualification and success in what is done. It is evidenced that the professional competence "is related to the ability of the professional to perform a certain task in which he proposes and when he is successful". (Luisa).

The concept of competence for higher education teachers participating in the research is related to the knowledge of the content addressed and the commitment to teaching-learning. In this sense, Freire (1996 apud GONÇALVES and ROCHAEL, 2015) refers to the professional knowledge of the teacher as a set of theoretical knowledge and experiences, expressed in a knowing to act according to the situation and context of the individual.

The concept of competency is also related to the use of appropriate methodologies for the applicability of the contents worked in the classroom and the search for strategies for the students' learning to be achieved. It is also related to the qualification, not only technique, but as for the individual, to have the sensitivity of visualizing the students. According to Professor Luísa's speech, "a population with whom she works her needs and, is to organize the need of the person, what the person wants and what the professional can offer." From this point of view, competence is perceived as the ability to develop their work activities by understanding the students in a humanized way, as total beings.

In this context, competence, as the capacity to mobilize resources to develop the task, is considered a characteristic inherent to human formation itself (VASCONCELLOS, 2007). Thus, it is the result of a long-term and continuous process, which comprises the intrinsic and extrinsic values of the process of evolution of the individual.

The notion of competence is associated with knowing how to act, how to mobilize resources, how to integrate multiple and complex knowledge, how to learn, how to engage, how to take responsibility and with a strategic vision. It seems that competencies, in the organizational scenario, must add economic value to the organization and social value to the individual. (FLEURY; FLEURY, 2001).

Characteristics of a competent professional

The considerations of the higher education teachers interviewed in this research about the characteristics of the competent professional refer to being committed, complying with standards, knowledge, being proactive, being up to date, having objectivity, having planning, having organization and know-how.

It is noted that these professionals relate a competent professional as one who has a commitment to their work, know how to comply with the norms related to their work activity and imposed by the organization, besides keeping up to date, have objectivity, planning, organization and The know-how in the context of their field of intervention. Terra, et. al (2015), the professional must be prepared to act competently and have a continuous updating, necessary for both personal and professional development.

According to Professor Pedro's speech, a competent professional has "responsibility, commitment, mastery of content, a good way to pass this content through a command voice so that the student can assimilate better, a clear, clear voice, with words too Objective and posture."

Thus, a competent professional should be responsible, dedicated, plan their tasks and execute them successfully. In addition to being up to date with the need of the job market, proving to be an innovative professional who knows how to perform his tasks.

Professional development strategies

Physical education teachers strive to develop professional skills, look for ways to improve actions and strategies to prepare, stay up to date and be competitive in the competitive market.

Strategies are part of the career planning, which clarifies what the professional wants, that is, what he wants, what his goal is, and thus are developed methods that bring him closer to the achievement of the goals and make it possible to achieve what was planned Successfully within the specified time limit.

Therefore, to be up to the global economic market "it is essential that you recycle yourself, it is essential that you seek knowledge, that you are always learning, because you are certainly up to date for the job market." (Fábio). In this perspective, it is important to recognize that we are eternal learners and that learning must be continuous.

In higher education, the teacher is the agent that drives the learning process of the graduates. He is responsible for using his skills as an educator and, through mastery of the area of knowledge and didactic-pedagogy, commitment, ethics, planning, persuasion, engaging students and awakening them to learning (SANTOS; HELAL, 2013).

Professional qualification, continuous training, methodologies of applicability in the professional life, are strategies of professional development mentioned by the participants. For Professor Pedro "today the professional qualification is increasingly in evidence, that is, we have how to qualify more and more professionally, because the market is really demanding this."

Also, the reported strategies refer to the search for a higher level of knowledge, a higher degree, the search for an update of knowledge and the increase in the educational level, for example, graduate studies.

FINAL CONSIDERATIONS

According to the results obtained in the study, one can consider that representations of professional competence in higher education are related to commitment, knowledge, appropriate methodologies, qualification and success in what is done. And the main strategies for professional qualification are career planning and the search for knowledge through continuing education.

A competent professional, has as characteristics to be responsible, to be dedicated, to plan their tasks and to execute them successfully. In addition to being up to date with the need of the job market, proving to be an innovative professional who knows how to perform his tasks. It was noted that the teachers with the highest academic qualifications were the youngest and those newly hired at the university researched.

It is suggested that more research be done in this area to verify if what they report happens in practice. Due to the limitation of this research in verifying in practice the concretization of the discourses in the teacher making.

ABSTRACT

The current demands of the competitive job market are challenging, demand quality and professional competence in various fields. In the context of physical education to search actions and methods to enhance the performance and skills at work, can be decisive for the professional and organizational success. This study aims to analyze the representations of faculty of St. Louis University on professional competence and their development strategies and specifically identify the professional competence of representation for university teachers; verify the perception of the main characteristics of a competent professional; analyze the main strategies for the development of professional skills. The research is qualitative and exploratory. It had as a date collection tool semi-structured interviews with open questions. Held in the first week of November 2015, at the University CEUMA. The sample consists of two teachers and two teachers of a particular University of St. Louis, among teachers with 54 years old and the other 45 years, the teachers a 39-year and the other 34 years. It was concluded that the professional competence representations in higher education relate to the commitment, knowledge, appropriate methodologies, qualification and success in what you do. And the strategy used for professional qualification is the career planning the search for knowledge through continuing education.

Words- keys: Professional competence. Formation. Teacher

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PROFESSIONAL COMPETENCE IN HIGHER EDUCATION: REPRESENTATIONS AND DEVELOPMENT STRATEGIES

ABSTRACT

The current demands of the competitive job market are challenging, demand quality and professional competence in various fields. In the context of physical education to search actions and methods to enhance the performance and skills at work, can be decisive for the professional and organizational success. This study aims to analyze the representations of faculty of St. Louis University on professional competence and their development strategies and specifically identify the professional competence of representation for university teachers; verify the perception of the main characteristics of a competent professional; analyze the main strategies for the development of professional skills. The research is qualitative and exploratory. It had as a date collection tool semi-structured interviews with open questions. Held in the first week of November 2015, at the University CEUMA. The sample consists of two teachers and two teachers of a particular University of St. Louis, among teachers with 54 years old and the other 45 years, the teachers a 39-year and the other 34 years. It was concluded that the professional competence representations in higher education relate to the commitment, knowledge, appropriate methodologies, qualification and success in what you do. And the strategy used for professional qualification is the career planning the search for knowledge through continuing education.

Words- keys: Professional competence. Formation. Teacher.

REPRÉSENTATIONS ET LES STRATÉGIES DE DÉVELOPPEMENT DES COMPÉTENCES PROFESSIONNELLES DE L'ÉDUCATION PHYSIQUE

RÉSUMÉ

Les exigences actuelles de qualité et de compétence professionnelle du marché du travail dans les secteurs les plus divers représentent un grand enjeu compétitif. En ce qui concerne l'Éducation Physique, la recherche d'actions et de méthodes pour perfectionner l'exécution et les compétences du travail est décisive pour la réussite professionnelle et organisationnelle. Cette étude a les buts suivants: analyser les représentations de professeurs d'une université de São Luís sur la compétence professionnelle et leurs stratégies de développement; identifier de façon spécifique la représentation de compétence professionnelle pour des professeurs universitaires; vérifier la perception des caractéristiques principales d'un professionnel compétent; analyser les principales stratégies pour le développement des compétences professionnelles. Notre recherche est qualitative et exploratoire. Elle a eu pour outil la collecte de données et un sondage axé sur des questions ouvertes. Elle a été réalisée à la première semaine de novembre de 2015, à l'Université CEUMA. On a interviewé quatre professeurs, deux professeurs femmes, l'une à l'âge de 39 et l'autre à l'âge de 34 ans, et deux professeurs hommes, l'un à l'âge de 54 et l'autre à l'âge de 45 ans. On est arrivé à la conclusion suivante: les représentations compétence professionnelle à l'enseignement supérieur se rapportent au sens d'engagement, à la connaissance, aux méthodologies adéquates, à la qualification et à la réussite de l'action exécutée. On ajoute encore à notre conclusion que la qualification professionnelle dépend de l'élaboration d'un plan de carrièrre aussi bien que d'une recherche de connaissance à travers une formation continue.

Mots-clés: Compétence professionnelle. Formation. Professeur.

REPRESENTACIONES Y LAS ESTRATEGIAS DE DESARROLLO DE COMPETENCIAS PROFESIONALES DE LA EDUCACIÓN FÍSICA

RESUMEN

Las exigencias actuales del mercado de trabajo competitivo son un reto, exigen calidad y competencia profesional en diversos campos. En el contexto de la Educación Física para buscar acciones y métodos para mejorar el rendimiento y habilidades en el trabajo, puede ser decisivo para el éxito profesional y organizacional. Este estudio tiene como objetivo analizar las representaciones de la facultad de la Universidad de São Luís en la competencia profesional y sus estrategias de desarrollo y identificar específicamente la competencia profesional de la representación de los profesores universitarios; verificar la percepción de las características principales de un profesional competente; analizar las principales estrategias para el desarrollo de las habilidades profesionales. La investigación es cualitativa y exploratoria. Tuvimos la herramienta de recolección de datos de entrevistas semiestructuradas con preguntas abiertas. Tuvo lugar en la primera semana de noviembre de 2015, en la Universidad CEUMA. La muestra se compone de dos profesores y dos profesoras de una universidad particular de São Luís, entre los profesores un con 54 y otro con 45 años de edad y las profesoras una con 39 y otra con 34 años. Se concluyó que las representaciones de competencia profesional en la educación superior se relacionan con el compromiso, conocimiento, metodologías apropiadas, calificación y el éxito en lo que haces. Y la estrategia utilizada para la calificación profesional es la planificación de la carrera la búsqueda del conocimiento a través de la educación continua.

Palabras-Claves: Competencia profesional. Entrenamiento. Enseñanza.

REPRESENTAÇÕES E ESTRATÉGIAS DE DESENVOLVIMENTO DE COMPETÊNCIAS DOS PROFISSIONAIS DE EDUCAÇÃO FÍSICA

RESUMO

As demandas atuais do mercado de trabalho competitivo são desafiadoras, exigem qualidade e competência profissional nos diversos campos de atuação. No contexto da Educação Física a busca de ações e métodos para potencializar o desempenho e as competências no trabalho, pode ser decisiva para o êxito profissional e organizacional. Este estudo objetiva analisar as representações de docentes de uma universidade de São Luís sobre competência profissional e suas estratégias de desenvolvimento e especificamente identificar a representação de competência profissional para docentes universitários; verificar a percepção das principais características de um profissional competente; analisar as principais estratégias para o desenvolvimento das competências profissionais. A pesquisa é do tipo qualitativa e exploratória. Teve como instrumento de coleta de dados a entrevista semiestruturada com perguntas abertas. Realizada na primeira semana de novembro de 2015, na Universidade CEUMA. A amostra consiste em dois professores e duas professoras de uma Universidade particular de São Luís, dentre os professores um com 54 anos e o outro com 45 anos, as professoras uma com 39 anos e a outra com 34 anos. Conclui-se que as representações competência profissional no ensino superior relacionam-se ao compromisso, ao conhecimento, às metodologias adequadas, à qualificação e ao êxito no que se faz. E a estratégia utilizada para a qualificação profissional é o planejamento de carreira a busca de conhecimento através da formação continuada.

Palavras- chaves: Competência profissional. Formação. Docente