PERCEPTION OF THE PROFESSIONAL COMPETENCES OF LAST YEAR'S STUDENTS OF PRE-PRIMARY EDUCATION AND PRIMARY EDUCATION DEGREES AND STUDENTS OF TRAINING TEACHERS MASTER

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1.INTRODUCTION

OBJETIVE

exploring the fourth-year students' competences in the Infant Education and Primary Education Degrees and in the Master's Degree in Secondary Educationat the UJA and UNED.

COMPETENCES

process in which people can creatively solve problems, perform activities, pose questions, searching for relevant information, analyzing, understanding and reflecting while applying their knowledge to meet the demands of a real environment.

COMMUNICATION COMPETENCE

The discourse used in their learning is clear.

competence that supports an

improvement of their learning.

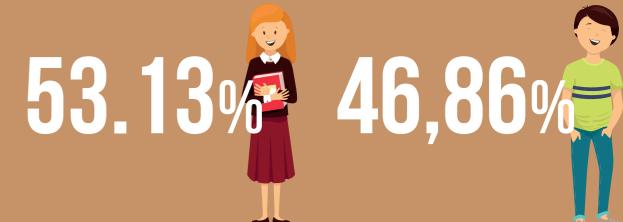
more presentations and debates.

Communication is a

3.RESULTS + outstanding + proposals

2. MATERIALS AND METHODS

- **DESCRIPTIVE STUDY**
- 62 ITEMS QUESTIONNAIRE 1-6 Likert type scale
- 9 DIMENSIONS



it trains them for their teaching practice.

it deals with the actual questions and difficulties found in the learning process.

PROPOSALS

Collective tutorials.

3.3 EVALUATION COMPETENCE

They take decisions to improve their training in competences from the results obtained in evaluation. The tasks carried out to assess the

mastery of competences are appropriate. Paying more attention to the

whole semester process + new techniques and evaluation rubrics.

RESEARCH COMPETENCE

it improves their professional quality and future.

35.6 % They value research as a competence which improves their professional practice.

PROPOSALSDiversity and innovation in research proposals, use of ICTs to foster research.

5 INNOVATION COMPETENCE

it is conerent with the transformations required in their learning process. it must be based on a process

37.8 % → oriented to enquiry and reflection on their training.

Using new methodologies which are more motivating and supported on ICTs.

3.6 PROFESSIONAL IDENTITY COMPETENCE

35.1% The learning process satisfies them.

34.3 % The learning achieved during the last few months is relevant for their future profession. Implementation of practical activities

according to each topic.

3.7 COLLABORATIVE CULTURE COMPETENCE

38.8 % — They practice collaboration in the learning process.

37.5% They consider it positive.

They encourage teamwork and the exchange of ideas in every subject.

They believe that their future professional **39.9** % → practice frequently improves thanks to leadership.

It has meant a commitment to the overall development of all educational community

members. **PROPOSALS** They promote teamwork and the allocation

of roles to each member.

3.9 ENTREPRENEURSHIP COMPETENCE

37.2 % Entrepreneurship is often boosted in the classroom.

35.9% Support to students' initiative.

Promotion and motivation of entrepreneurship carrying out practical activities outside the university (innovation and creativity).

4. DISCUSSION AND CONCLUSIONS

It improves their professional practice.

COMPETENCE

The one which does so to a lesser extent.

Great value for professional development, since they permit to analyze, understand and reflect.

The results obtained reveal a satisfactory opinion of students about competences and the way in which they are performed inside their classrooms or study centers.

3.10 IMPORTANCE OF COMPETENCES FOR IMPROVING PROFESSIONAL PRACTICE

- 1 → COMMUNICATION
 - 2 → RESEARCH
 - 3 → INNOVATION
- **4** → ENTREPRENEURSHIP
- 5 → COLLABORATIVE CULTURE
- 6 → TUTORING
- 7 → PROFESSIONAL IDENTITY
- 8 → LEADERSHIP
- 9 → EVALUATION

PLANNING The most highly

valued competence

They must practice each one of the competences and start new designs of educational models which can allow their students to acquire and practice the aforementioned competences and to improve quality their future as professionals.

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