

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 Education at 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.

3. RESULTS + outstanding + proposals

3.1 COMMUNICATION COMPETENCE

- 44.0% → The discourse used in their learning is clear.
- 38.4% → Communication is a competence that supports an improvement of their learning.
- PROPOSALS → more presentations and debates.

3.3 EVALUATION COMPETENCE

- 43.4% → They take decisions to improve their training in competences from the results obtained in evaluation.
- 41.2% → The tasks carried out to assess the mastery of competences are appropriate.
- PROPOSALS → Paying more attention to the whole semester process + new techniques and evaluation rubrics.

3.5 INNOVATION COMPETENCE

- 38.2% → it is coherent with the transformations required in their learning process.
- 37.8% → it must be based on a process oriented to enquiry and reflection on their training.
- PROPOSALS → Using new methodologies which are more motivating and supported on ICTs.

3.7 COLLABORATIVE CULTURE COMPETENCE

- 38.8% → They practice collaboration in the learning process.
- 37.5% → They consider it positive.
- PROPOSALS → They encourage teamwork and the exchange of ideas in every subject.

3.9 ENTREPRENEURSHIP COMPETENCE

- 37.2% → Entrepreneurship is often boosted in the classroom.
- 35.9% → Support to students' initiative.
- PROPOSALS → Promotion and motivation of entrepreneurship carrying out practical activities outside the university (innovation and creativity).

4. DISCUSSION AND CONCLUSIONS

STUDENTS

- 46.9% → **COMMUNICATION**
It improves their professional practice.
- 28.0% → **EVALUATION**
The one which does so to a lesser extent.

COMPETENCE

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.

THE TEACHING STAFF

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 their quality as future professionals.

2. MATERIALS AND METHODS

→ DESCRIPTIVE STUDY

→ 62 ÍTEMS QUESTIONNAIRE 1-6 Likert type scale

→ 9 DIMENSIONS

→ 638 STUDENTS 1.3% DISTANCE 98.7% PRESENCE

53.13% 46,86%

3.2 TUTORING COMPETENCE

- 41.4% → it trains them for their teaching practice.
- 39.5% → it deals with the actual questions and difficulties found in the learning process.
- PROPOSALS → Collective tutorials.

3.4 RESEARCH COMPETENCE

- 37.1% → it improves their professional quality and future.
- 35.6% → They value research as a competence which improves their professional practice.
- PROPOSALS → Diversity and innovation in research proposals, use of ICTs to foster research.

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.
- PROPOSALS → Implementation of practical activities according to each topic.

3.8 LEADERSHIP COMPETENCE

- 39.9% → They believe that their future professional practice frequently improves thanks to leadership.
- 38.9% → 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.

3.10 IMPORTANCE OF COMPETENCES FOR IMPROVING PROFESSIONAL PRACTICE

- COMMUNICATION
- RESEARCH
- INNOVATION
- ENTREPRENEURSHIP
- COLLABORATIVE CULTURE
- TUTORING
- PROFESSIONAL IDENTITY
- LEADERSHIP
- EVALUATION

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