

Training of the pedagogical technical skills defined in the PPC of the first-degree courses of PARFOR: Formative experiences at UFMA



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ABSTRACT

This article brings initial reflections resulting from the research Formative Needs and Formation of Competencies in the First-Degree Courses of

PARFOR/UFMA: challenges for the development of innovative pedagogical practices in public schools of Maranhão. In this study, scientific and technological innovations were taken as the axis of analysis, especially for the significant role that science and technology have had in increasing the production of material goods, in addition to the great contributions over the centuries to the development of the productive forces. In fact, this study aims to analyze the training needs and training of competencies in the first-degree courses of PARFOR / UFMA, seeking to contribute to the development of innovative pedagogical practices in public schools, as well as to the quality of basic education in the state of Maranhão. It is concluded that it is the changes in the production of material goods, in each historical moment and in each geographical space, that define and impose the new formative needs, demanding, consequently, new professional profiles.

Keywords: Science, technology, training needs, basic education.

1 INTRODUCTION

In this study, we start from the recognition that the social problems that we experience today and that are reflected in the school and, above all, in the training of teachers of basic education, were gestated during the crisis of capital in the 1970s.

At the end of the twentieth century and the beginning of the new century, one can witness a period of transformations, with characteristics never seen throughout history. In this context, one of the fundamental changes, according to (DRUCKER, 1993, p. XII) is that, "There is no longer a history or a Western civilization, but a history and a world civilization."

Written history has led to all generations, the great technological feats which have been going through the centuries, since they are part of the process of change.

Human society, in a tireless search, has been experiencing new possibilities of technological innovations, which contribute significantly not only to material production and, consequently, to the



increase of surplus production. On the other hand, they also influence the subjectivity of the worker, as these transformations of the new century were impacting all social sectors, not only imposing innovative concepts, habits and customs, but also requiring the school to form new professional profiles, based on new qualifications and pedagogical practices aimed at the formation of new skills.

These transformations, which have occurred over the centuries, have imposed new challenges on society and schools. The school, as part of this context, was created in society, to meet the formative needs of the same. It is due to this fact that the school's responses have been demanded regarding the question of education/training of competencies that meet the stage of development of the productive forces of the twenty-first century.

From this recognition is that this study aims to apprehend what the technical-pedagogical skills necessary for the development of innovative pedagogical practices in basic education in Maranhão. In addition, among other issues, to apprehend in the Pedagogical Projects of Course-PPC, the competencies defined for the respective courses, seeking, to identify those that are common to all the courses of 1st Degree of PARFOR UFMA, as well as to identify to what extent these are aligned with the social demands for education.

2 METHODOLOGY

It is considered that in all the PPCs of the 1st degree of PARFOR, from the methodological point of view, and to meet the purposes of this study, there is a description of the profile of the graduates of each course and that the set as a whole, defines the profile of the PARFOR student.

Thus, it was decided to highlight all the items listed in the profile of the graduate that define the technical competencies and that are common to all courses. From this fact, the items that make up the profile of the graduate were apprehended and only those that define the technical competencies were highlighted, which are common to all courses, such as:

- a) Adequate use of computer resources and new educational technologies;
- b) Mastery of the general contents related to the fundamentals of education and those specific to the chosen qualification;
- c) Theoretical and practical knowledge about the educational process;
- d) Knowledge of the teaching-learning process in an interdisciplinary perspective.

In the items mentioned, the technical competencies stand out, which draw the professional profile of the graduate of the 1st Degree course of PARFOR. The first is the technical competence in the scope of computer language, the second is the technical competence in the scope of the specific knowledge of each course, the third and fourth refer both to the knowledge and to the didactic-pedagogical technical competence, common to all undergraduate courses.



3 RESULTS AND DISCUSSIONS

Understanding the need for the formation of new competencies, professionals become necessary due to the fact that it was Globalization and restructuring, among others, important determinants that imposed the formation of new competencies. Among them, it is noteworthy that in addition to basic knowledge in foreign languages, a formative need imposed mainly by globalization; The need to master computer language is imposed by productive restructuring, which is the technological modernization of social organizations. Therefore, designing a professional profile that requires the proper use of computer resources and new technologies in your professional area is a competence outlined in the PPC that is aligned with social and educational demands.

The workers, of each historical moment, (Handicrafts, Manufacturing and Industrial Revolution), had their professional profiles redesigned according to the needs of each phase of development of capitalism, this because work was gaining new forms and new contents and professional qualifications new meanings.

In the 3rd Phase of the Industrial Revolution, according to (SCHAFF; 1995) the productive restructuring of social organizations, which constitutes one of the paths of capital in this process of crisis, the development of science and technology pulled by microelectronics began to produce more and more intelligent machines. However, for the handling of these machines, the world of work began to require professionals with technical competence within the scope of their training.

It follows that the worker must have a solid technical training in his area of training and in the specific case of teacher training, this knowledge is of a technical nature, focused on the content of each area and of a pedagogical nature, with a view to the specific pedagogical training of the teacher. Thus, designing a professional profile requires mastery of the general contents related to the fundamentals of education and the specific ones of the chosen qualification; theoretical and practical knowledge about the educational process and knowledge of the teaching-learning process in an interdisciplinary perspective, shows us that the training of these professionals in PARFOR must be perfectly aligned with social demands, at least at the level of the PPC.

4 FINAL CONSIDERATIONS

It should be stated, therefore, that this study brings as partial considerations the recognition that there is a need for continuing education of all professionals, especially those who work in the field of education. The formation of technical skills is determined by the level of development of the productive forces, a basic requirement to face the intellectualization of the machines that today are part of the productive process. Otherwise, the risk of exclusion from the competitive process becomes a constant threat to organizations. This is because it is in a context in class conflicts that companies seek to find viable and competitive solutions and meet market expectations. One of the solutions inevitably



happens through the professional training/qualification of workers, due to the demands of contemporary society for a new professional profile.



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