

SOCIAL SCIENCES COMPETENCES FOR PRIMARY SCHOOL TEACHER'S QUALIFICATIONS

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This article aims to reflect on the state of the art and critical analysis of social science skills for the new title of Master Degree in Elementary Education.

First, we reflect on the concept of competition, the various definitions that have some experts in this area as well as the methodological change required to integrate the skills in the classroom.

If we focus on the concept of competition within the global world, we can ask if there is any substantive difference between the objectives corresponding to the technocracy of the 60 century and the current skills. We found that the concept of "competence" is base in the Bologna document base, and it is associated to "compete", giving an undesirable bias to the concept of competence for all those who believe that education should develop citizen solidarity with other human beings and Planet Earth, especially in the decade declared by the UNESCO Education for Sustainable Development. For this reason, this discussion will try to determine how it is possible to achieve skills-oriented development of the student.

As for the definitions of competition, we have analyzed 18 definitions from the world of education and, in them, only one refers to the integral formation. Most definitions refer to the ability to perform some action through learning. Clearly this is fundamental, the teacher must be proficient in the classroom to solve problems presented to it, but along with these technical skills is essential to develop other competencies of social and emotional development, practically, are not included in this educational trend. Through these 18 definitions, we observe that the term "competition" is polysemous because it has several meanings, it may be able to transform a society or be competent in the process of capitalist production and in the latter it normally moves the academic world.

Therefore, the knowledge gained through a program of activities of teaching / learning will result in "know-how." That "know how" can be for professionals and citizens to develop different approaches to "learn to be" can "know how" to "knowing being" cooperative or, conversely, to "learn to be" competitive. Therefore, to avoid this confusion, it should raise models of teaching / learning in the "know how" is inseparably accompanied a "knowing being" for cooperation and for coexistence "with the other", which a small group learning, peer, has a significant role. The implementation of skills also requires a change in the methodological work in the classroom, to the extent that skills put greater emphasis on "know how". Thus, any knowledge but, in particular the Social Sciences, to be acquired differently in the traditional sense, which are essentially rote knowledge. It is very important to acquire the knowledge with reason and scientific point of view. That is why is essential in the classroom to incorporate significant methodologies, active, cooperative and interdisciplinary.

In the second part of the paper will enumerate and subsequent critical analysis of the powers provided for educational professionals from the Graduate Certificate to the relevant by subject, also developing a framework for the Social Sciences subcompetences. Thus, we reviewed the competencies hierarchically, from the powers common to the undergraduate degrees, to the specific, this time, we finished with the skills for subjects in the Degree of Education in Elementary Education from the Universidad Autónoma de Madrid.

In general competencies common to all bachelor's degrees can be seen that the first three should serve as a hub for the development of different levels of competition and the following five are what students need to acquire during their studies and are necessary to obtain the title. They are based on universal principles, essential to living together in society, "respect and equality, human rights and values of a culture of peace and democracy." These principles are what allow the formation of human beings.

It lays the groundwork for the development of skills is done with the intention of building a personal project, but with a broader purpose that transcends the personal or social. It is therefore to build on strong roots anchored in respect for human beings and with the aim of achieving a fairer society. It is in these three principles which lay the foundations of all education and, therefore, the study object and purpose of the Social Sciences.

In general competencies of Education Title survive the whole spirit of the powers common to the undergraduate, but also introduce a set of new skills to strengthen even more, the curriculum and training of student teachers, from a technocratic perspective.

If we make a comparative analysis between the domains of Education degree in elementary education and skills of the Degree of Education in elementary education

from the Universidad Autónoma de Madrid we see that the degree of Degree of UAM is covered most of the powers of the title Teaching Degree in elementary education.

The powers of matter in Social Sciences of Education Degree in Elementary Education from the Universidad Autónoma de Madrid are six refer to the need for scientific knowledge, curricular, and critical interdisciplinary the future teacher.

In a degree, must develop all the skills and if we make a comparative analysis, it appears that the Grade 9 Teacher competencies in primary education by the UAM, are set in the 6 powers of matter in social sciences, but not completely.

In conclusion, the majority of the securities presented for developing a wider range of skills. If the powers common to the Degrees are 8, the powers of the owner of Education are 26, the powers of the Degree of Education in Elementary Education are 12, and competencies of Education Degree in Elementary Education from the UAM are 9, it is conceivable that the development of the Teaching Degree in Elementary Education at the UAM, the social sciences, presenting only 6 skills is quite inadequate.

Therefore, we felt the need to develop sub-competencies to these 6 competencies for each subject, following the approach of G. Hawes, who notes that "competition requires certain skills or sub-competencies."

In the case of sub-competencies for social science field, it seemed appropriate to delve into some aspects of the conceptual, procedural / methodological and attitudinal.

Starting with the conceptual, it was desirable to stress the need for closer, deeper and appreciate the cultural heritage as one of the identifying elements of social reality today.

Continuing on the procedural principles, and highlight the need for methodological domain, specifically, domain and interdisciplinary methodological relationships in the teaching / learning of Social Sciences. Today the analysis of the social and cultural, social reality cannot be understood without passing through the implementation of active interdisciplinary methodologies.

Finally, it was also necessary to point out implicitly the promotion and development of critical attitudes to the knowledge of the facts of history, geography and art. In short, stress the importance of critical analysis skills, as this will allow us to evaluate the significance of the presence of certain powers, and transcendence, for further teacher training, the absence of others. Teacher's work will make an appropriate balance thereof.