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PHILIPPE PERRENOUD AND THE DISCOURSE OF COMPETENCE IN EDUCATION

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ABSTRACT

This article is characterized as a critical study of the discourse of increasing competence in the educational field, specifically in the 1990s. The concept reveals a transition from qualified training to competent training, characterized as flexibility and mobilization of knowledge to perform tasks. The objective was to develop in the discourse analysis of education the historical restructuring of competence. Through a critical analysis methodology, the theory of Philippe Perrenoud, the main theorist in the pedagogical line of competence, was problematized, the influences of this theoretical matrix in educational methodologies. With this research, the progression of knowledge and skills of the student and a future worker is correlated to what the teacher, in the individual, evaluates as relevant to the social. Thus, the educational system adopts a market logic to seek to make possible an academic formation linked to the discourse of the capacities and skills of the citizen to act competently and effectively in the labor market.

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INTRODUCTION

The discussion proposed by this article concerns the thinking of Philippe Perrenoud (1944 -), a sociologist and educator who stood out above all when presenting a pedagogy of skills. It praises the condition through which students learn for themselves and a conception of knowledge built on the interaction and acquisition of skills, in the sense of actions guided by the direct relationship with practice. Given this condition, it is proposed to analyze the concept of competence and problematize this category's origins, which has gained importance both in education and in other areas, including Knowledge Management.

For the analysis of the concept presented by Perrenoud, priority was given to the description of competence presented in the book entitled *The skills to teach in the 21st century*, as well as his other title, *Building skills from school*. The reading and analysis of these texts presuppose a methodological and justification path. For the first, a critical examination is carried out through which it seeks to understand the discourse of competence and its relationship with the social-historical dynamics, especially in organizations. For the second, since the discussion of competencies became part of the curricular proposals and matrices of Brazilian education, practically at all levels, it is worth investigating the influences received and their limits.

The countless publications show the need to understand the effects of educational proposals organized for education based on the theoretical matrix developed by Philippe Perrenoud. Thus, the hypothesis arises that, in the elaboration of the discourse on competences, a possible dialogue with organizations occurred, so that it incorporated categories from management and related areas. In this case, the result of this potential relationship would be the proposal for training with characteristics of the employability's dimension and strengthening of the productivist bases.

THE CONCEPT OF COMPETENCE: FROM ORGANIZATIONS TO PEDAGOGY

Understanding the educational phenomenon is broadened when understood in the social dynamics and in the historical conditions in which the constructive proposals are elaborated. Understood in the objective, concrete relationships, education moves to meet the requirements that are set. Therefore, it seeks to reproduce (knowledge, behaviors, values, etc.) what is already elaborated, which produces new ones. At all times, one must consider that, in the production and reproduction of knowledge and values, education tends to move in the direction of particularizing a formative profile. This assumption is also valid for contemporary pedagogical trends, among which the concept of competence was developed by Perrenoud, Swiss, who favored training practices considered to be innovative.

In this dialogue and effort to understand Perrenoud's pedagogy's central concept, it is necessary to indicate some principles that suggest that this category is present in other authors, not necessarily linked to education in the strict sense. As far as is known, David McClelland, in 1973, initiated studies on competence between psychologists and administrators in the United States. In the text *Testing for competence Rather than for intelligence*, This theorist understood that competence is related to a kind of superior performance in performing a task. For him, what matters most is not intelligence but the aptitude associated with the account in what one intends to accomplish. In addition to it, other perspectives can be recognized. According to Ramos (2001), also in Germany, in the early 1970s, the training council defined competence as that which, in the learning process, integrates technical, human, and socio-political competence. This conception is since, in Germany, there is a consensus that school education should prepare competent workers for the demands, demonstrating, therefore, a relationship between training and work (RAMOS, 2001).

Besides, in 1980, according to Fleury and Fleury (2004) understanding, Richard Boyatzis carried out studies that defined what would become superior performance. The reviews describe a set of knowledge, skills, and attitudes that, together with intelligence and personality, can support high performance. Thus, competence was considered a stock of resources for the individual to use in a work environment. In France, 1990, the pedagogue Bertrand Schwartz (1990) investigated competence in the constructivist sense, showing that the groups' mutual relations are linked to work and training situations. This perspective understands that individual training makes sense only within a collaborative practice. The activity generates a motivational environment for learning by seeking progressive and coordinated participation, guaranteeing more excellent performance in the jobs.

In this context, Zarifian (1999) defines competence as a combination of knowledge, experiences, and behaviors exercised in a given context. What evaluates and validates that competence is how the professional uses this combination in work actions. In the construction of the concept of competence, the relationship between work tasks with intelligence and individual personality is noted; these, in turn, are associated with experiences, and the work and training environment. The historical construction of the concept of competence related to job functions and tasks and intelligence and individual personality resonates in the conception that competence is the result of unique knowledge added to the skills, experiences, and environment represented in organizations' performance and worker performance.

These strategies impact the distinction between qualification and competence, resulting in concepts of management by competence inserted in the objectives of organizational and people management. Capitalist society uses the terminology "competence" instead of "qualification." According to Bomfim (2012), the differences in the terminology qualification and competence are reflected in the distinction of performance to obtain a better understanding. The capability refers to performing tasks, discipline, obedience to instructions, individual work, technical, specialized, and limited knowledge (SOUZA; OKÇANA, 2013). Competence refers to the capacity for initiative, decision-making, carrying out varied and complex tasks, the ability to modify and solve problems, reflecting changes in work through the worker's knowledge (SOUZA; OKÇANA, 2013).

The differentiation between qualification and competence appears from the changes between the Taylorist-Fordist model to the Toyota model. The capability, related to the stability of economic activity and competition, with a focus on the process, changes to the benchmark of competence based on the low predictability of businesses and movements, on competitiveness and focused not only on strategies but also on results (BOMFIM, 2012). Given this, fragmented work, divided into rigid stages, specific to each worker, was associated with a change in the definitions of what would be a competent professional. Technological trends and productive restructuring influenced this when a new worker profile: considered him to have flexible, individual behaviors and knowledge mediated by technology. To understand this flexibility or flexible subject, it is necessary to check the influences that technology has brought to the production process and scientific advances and directions for restructuring worker formation. Firstly, the need for an education-oriented to meet the demands of a more mechanized production process is highlighted. The professionals needed to understand the procedures and commands (knowledge) necessary for the function (LIBÂNEO, 2005). Also, Libâneo (2010) also indicated changes in political activity, more interested in technological mobilization due to the emergence of new movements, subjects, and social identities. Coexisting with this, the idea of individualization of the subject stands out due to the emergence of training and demand for quality. The redirection of the worker's profile made possible by the globalization of capital, production, and consumption affected the formation and repertoire of knowledge. The assumption of knowledge useful to productivity and the market predominates and, by extension, of training more linked to a professional qualification, therefore, the defense of the discourse of competence.

According to Nussbawm (2015), this option suggests radical changes in democratic societies because, in the obsession with profit, education systems can recklessly discard essential skills to keep democracy alive. One example concerns the emptying of the humanities and the arts, which have been eliminated in almost every country globally. According to the American author, they are losing place in the resumes because public administrators consider them useless ornaments that need to be eliminated if organizations remain competitive in the global market. The defense of this formative perspective implies, in this case, the replacement of traditional aspects of education with a new skills policy, justified by the protection of the discourse that technology and science were more sophisticated and demanded more complex knowledge. In summary, improvement in line with technological development required workers to be better prepared to make decisions, assume responsibilities, perform varied and complex tasks, identify and solve problems through global bases, adapt to changes, and high technical knowledge (SOUZA; OKÇANA, 2013). In this regard, Ramos (2001) stated that there was an appropriation of categories present in management and organizations by educational proposals. This assimilation is not a semantic order but contains a material basis. As material production is reoriented, educational content and methodology tend to act to validate the new forms and empty or disqualify the previous ones.

We note, then, that two of the structuring dimensions of the qualification concept are weakened. For this reason, we can say that displacement is not merely semantic. Still, concrete, since, as stated by Dugué (1999), it is the entire social architecture that supports the articulation between work and training that is at stake. Social relations in which rights were conquered and collectively negotiated agreements were also weakened. The strength of some of these relationships - the world of work and the educational system, organization, and content of educational activities, validation and recognition of knowledge and professional skills, recruitment and career management modalities - are fluidized to take the form of referring practices competence, which found the work-education relationship on new bases (also unstable) and often resort to individualizing resources and procedures (RAMOS, 2001, p. 64).

From this conception, it is possible to understand that the educational system follows and organizes educational strategies consistent with organizations' needs. Therefore, the use of the concept of competence contributed to a (re) structuring of curricula and educational content as an instrument to transform the competent citizen for professional performance. It is possible to identify a reflection on the path that made competence belong to education spaces. The origins of this category and its migration to education are, in summary, based on the demands of post-Taylorist capitalism (innovation and flexibility), which started to reproduce and demand a pattern of behavior and essential skills for organizations. Thus, the spaces responsible for training have become fundamental for the social development of a strategic discourse of organizational mentality. Regarding discourse, it has one of its characteristics. This discourse is based on the assumption that the educational system is responsible for teaching new skills defended by school curricula, shaping behaviors, preparing, and combining knowledge.

(...) learning takes place within a specific cultural context and the fact that the implication of this for the curriculum is the existence of the need to combine the respective knowledge base with the requirements of practice, incorporating the affective domain with knowledge procedure and propositions (RAMOS, 2001, p.101).

In this way, the discourse of competence in education is articulated with the applicability of practical knowledge necessary for trainees' performance in professional life. Therefore, it collaborates to consolidate a society characterized by financial accumulation and new management dynamics (Knowledge Management). Also, by an education that privileges the innovative condition of learning mediated, above all, by information technologies and a student profile (a) considered creative and dynamic, in which skills compatible with this assumption are mobilized. In this sense, education tends to contribute to the development of conduct consistent with professional training. For this, it acts more in the teaching-learning processes than in the content to be learned, as, apparently, the so-called "pedagogies of" learn to learn" seem to emphasize.

Thus, it should be stated that the initial hypothesis of this text implies demonstrating that the notions of competencies tend to arise in sectors other than education and are lodged in it when the knowledge taught emphasizes behaviors and knowledge required by the dimension of work. Therefore, specific economic and political orientations that mobilize educational practices to qualify for work have repercussions on pedagogy (in educational processes, categories, curricula, theoretical assumptions, etc.), especially in a society that postulates itself as a knowledge society. In this society, the central point is that information and knowledge have become the pillars of capital accumulation (LASTRES; ALBAGLI, 1999). The intensity of data and expertise will dictate the new production practices, commercialization, consumption, cooperation, and competition between agents and, therefore, of the circulation and accumulation of capital. "These practices are based, in turn, on new knowledge and skills, on new technological instruments and apparatus, as well as on new ways of innovating and organizing the production process, thus expressing a new economy or a new technical standard. - economical"(LASTRES; ALBAGLI, 1999, p. 8).

Thus, it appears that the notion of competence plays a vital role in the knowledge society. In the face of changes in the world of work, political and economic demands demanded a systematization of training, a strategy for the integration of training and work, aptitude and applicability to the different types of knowledge, the mobilization of background and conduct, be (HOLANDA; FRERES; GONÇALVES, 2009). The rally of experience emphasizes the condition of know-how in itself, therefore, of incentives to free initiative and the use of resources that aim to solve problems. This condition is associated with the business model of training that expects its productive force to effectively achieve the objectives outlined by managers. The "pedagogy of competencies" seems to consolidate an educational model whose emphasis is on the valorization of action, of know-how, which is why constructive attitudes that suggest efficiency and performance predominate. In defense of this pedagogical model, Philippe

Perrenoud¹, the leading theorist of competence pedagogy, with the goal to theorize the path pedagogy took, influenced by the ideology of competencies, considering contemporary education paradigms.

PHILIPPE PERRENOUD AND THE COMPETENCE CONCEPT: The changes that occurred in the sphere of work and production also seem to be present to rethink education and offer students the means to enter productive life. In this sense, in recent decades, new educational forms and theories that problematize the teaching-learning relationship, the theoretical aspects that underlie education, among other elements, occupy privileged spaces in the reflection of educators and thinkers from the most varied social sectors, among which Knowledge Management. Among the theorists who gained repercussions in education, there is Philippe Perrenoud. This sociologist's writings are considered necessary for understanding the discourse of competence and pedagogical training in several countries, including Brazil. In the analysis of this author, it is possible to understand what the contributions of his competence pedagogy would be, in the same way, to understand his influences on the educational guidelines and reforms that inserted the referred category and, if applicable, the possible contradictions of this conception.

Firstly, it should be noted that, in his theoretical conception, he starts from the assumption that education must emphasize the notion that the student should not merely get hold of watertight knowledge, but, his formative conduct needs to learn to mobilize knowledge. In this sense, teaching proposes situations that would serve as resources for proposed conditions or challenges that, according to the author, would work to develop knowledge mobilization schemes. Therefore, they do not help only as techniques or commands: competencies need an active posture to use knowledge in the elaboration and justification of hypotheses that can be used in situations that are real problems (PERRENOUD, 1999, p. 25). Furthermore, he presents an educational discourse that, perhaps, is opposed to technicist teaching. His criticism of this lies in the fact that he considers that the technicist model works only to develop fragmented knowledge. For Perrenoud (1999), the apprentice does not see the articulation between disciplines, tasks, and the possibility of establishing relationships in more complex situations. The author argues that the apprentice's ability to mobilize the knowledge needed cannot be built within a rigid teaching perspective since the problems originate from complex everyday situations. To understand this mobilization of knowledge, Perrenoud (1999) describes a schema design for competence. In this sense, competence would not be a scheme in itself, but the ability to elaborate on different scenarios. Through competence, it is possible to raise probabilities, establish a diagnosis, approximate information, and decide. Thus, for the author, competence contributes to the entire process of presentation, reflection, development, and response to learning questions.

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Regarding competence and mobilization, Perrenoud (1999) states that they add value to the use of resources.

Competence presupposes the existence of mobilizable resources. Still, it is not to confuse them since it is added to them when assuming its posture in synergy to effective action in a certain complex function. It adds the use-value of the mobilized resources, just as a culinary recipe enhances its ingredients, as it orders them, lists them, merges them in a richer totality than its simple additive union (PERRENOUD, 1999, p.28).

The author highlights that competence mobilizes resources, so it is possible to understand that competence contributed to guide knowledge and actions. In pedagogy, it is useful because it helps in using concepts and expertise in the practical world. However, this proposal can open spaces for another possible analysis, a difficulty in teaching in problematizing knowledge in educational actions. This difficulty is shown, for example, in the lack of criticality and deepening of the contents that led to specific models, cause in the student only a mechanized mobilization and not a preparation for the ordering and meaning of knowledge. Perrenoud (1999) understands that for efficient mobilization of knowledge, the individual must be placed to perceive the capacity for construction that teaching situations must offer. This point of view suggests the need to insert scientific knowledge, that is, methods that abandon common sense or natural logic (PERRENOUD, 1999). Thus, competence is understood by the author as a specific and trained way of organizing knowledge in a complicated way.

The recognition of the mobilization of knowledge is considered by Perrenoud (2014) as a complicated process, and therefore, it needs to seek references on how this mobilization in learning occurs methodologically. It is possible to recognize that there is only an established competence when knowledge is mobilized, overcoming the moment of reflection, triggering already established schemes (Perrenoud, 1999). This means that the professional can reconcile the technical use with the cognitive construction capable of learning through information and a schema. Therefore, through an operation, the subject can develop skills and recognize relationships in knowledge, applying them in other times of need and adaptation. For better clarification of what these constituted schemes would be, Perrenoud (1999) is based on Piaget, an influential theorist in the constitution of *mental schemes*.

Occasionally, schemes are associated with simple habits. Habits are schemas, rigid, and straightforward, but not every scheme is a habit. In his Piagetian conception, the project, as an invariant structure of an operation or an action, does not condemn an identical repetition. On the contrary, it allows, through smaller accommodations, to face various situations of similar structure. In a sense, it is a plot from which we step aside to take into account the uniqueness of each case. Thus, an elementary scheme, such as "drinking from a glass," fits cups of different shapes, weights, volumes, and contents (PERRENOUD, 1999, p. 23).

From this point of view, according to Perrenoud (1999), these schemes would be adaptations of internalized knowledge and its applicability in a variety of work situations, allowing the human being to mobilize methods, information, and rules so that they can solve any problem in daily life, developing thus,

several high-level mental operations. More than directing knowledge to a specific action, mobilization can create different schemes and uses for this knowledge. Therefore, in this perspective, a competency is never permanent or isolated because the individual is faced with different situations that need flexibility and new mobilizations and reorganizations of schemes. According to Perrenoud (2014), competence is formed in the subject as something that the issue must experience and associate with the skill to give meaning and recognize a pragmatic orientation. In this way, what the subject does is his construction.

Individually, he will organize his representations according to his classifications, skills, and associations that will constitute the field of application of his competencies.

Competence involves explicit reasoning, conscious decisions, inferences and hesitations, trials, and errors. This competence's functioning can be gradually automated and, in turn, constitute an elaborate scheme, a new stable component of this practical unconscious of which Jean Piaget describes (PERRENOUD, 1999, p. 24).

In this way, competence can be recognized at two different stages. At first, mobilization occurs more slowly, in which the subject is still developing his perceptions and needs to go through more excellent reflection. Therefore, the issue's more significant effort and time to adapt to the function and perceive it as a specific and broad capacity to act. It uses knowledge to understand other information and recurring situations.

In a second moment, the competence is presented more immediately because the subject's mobilization of resources occurs instantly, being characterized as a skill. According to Perrenoud (1999), it would be precisely that competence would find its effectiveness in the second moment. Thus, the author defines the meaning of competence in four aspects:

- Competencies are not themselves knowledge or attitudes, but mobilize, integrate and orchestrate such resources;
- This mobilization is only relevant in one situation, each situation being unique, even if it can be treated in harmony with others, already found;
- The exercise of competence goes through complex mental operations, subtended by schemes of thought that allow determined (more or less consistently and quickly) and carry out (more or less effectively) an action relatively adapted to the situation;
- Professional skills are built-in training, but also the taste of a teacher's daily navigation, from one work situation to another (PERRENOUD, 2000, p. 15).

Thus, the need to deepen knowledge on excellent mobilization is presented. However, problematizing educational issues requires analyzing the pedagogical results that the experience provides. As mentioned by the author, competence must tend towards scientific knowledge, more excellent methodological reflection. However, what is observed in contemporary education is the dissemination of knowledge that produces skills for specific situations and tasks for production, removing a reflective notion and focusing on quick and numerically positive results (SILVA; CUNHA, 2008). This teaching perspective causes disinterest in scientific research and development, making the student a replicator of the model he

was instructed. Teaching depends on the positioning and recognition that the teacher will have of his function, content, and responsibility in the construction of knowledge. Even if there are uncertainties and differences between students, the teacher should not act in a hurry to meet time and goals, but rather promote the acquisition of knowledge based on the teacher's knowledge, in the context of the classroom and in his ability to involve students "globally" in the learning process (PERRENOUD, 2014). Another perspective adopted by Perrenoud (1999) concerns that competence is fundamentally related to social practice. Thus, relationships are established with a set of postures and techniques that offer meaning and continuity to the subject in a context. Through this, the author refers to a need to analyze education and training from a social perspective, focused on reality.

This implies understanding that competence is aimed at professional practice and considers the general culture, the history built as a reference for a broader social understanding. The author's objective is not to categorize culture or collectivity, as competence appears to be narrowly individual. What stands out is that the complex situations of reality involve problems, and the tasks or solutions to be found are functions, and these are part of the to act socially because they make a system work. This means that each subject has his repertoire of competencies formed at a given moment in his development, the resources necessary for processing the situation, its complexity, and the return produced concerning the experience (PERRENOUD, 2014). This understanding of immediate processing is the use of competence in a specific situation. Thus, it is considered that there is competence when the subject finds the means to face the problem that, according to Perrenoud (2014), is through reflection, exploration, and response from the positive and negative experiences.

For a meaningful application of this proposal by Perrenoud, a conscious pedagogical perspective of historicity and social diversity would be necessary to raise questions of problematization of what is on the list, efficiency, quality, and social justice. However, it is relevant to highlight that this theory is linked to the constructivist bases: a strong tendency towards interaction, spontaneity, and social construction where historical knowledge and theoretical, epistemological awareness is not central. In this sense, Perrenoud's proposal seems contradictory when analyzing the teaching models in a capitalist system. It would be inconvenient to have an emancipatory education, understood and socially comprehensive within capitalism's dominant logic (SILVA; CUNHA, 2008). In this system, scientific knowledge is directed to develop methods to transform, increase, and dynamize production, not social transformation, not interest in historical or epistemological research. In light of this, education has acted in disseminating the dominant ideas that, in the logic of capital, are the functions mediated for ideological reproduction and the skills adjusted to work. Perrenoud (2002) presents a discourse in which teachers need to become actors in a system and contribute to active transformation, mobilizing as many skills as possible and building new skills in a short or medium-term process. However, this mobilization and posture appear to be doubtful as to what is expected of the teacher and how much he can act individually, especially if he considers that the school as a work field proposes to form a more qualified individual and not more intellectual. Holanda, Freres describes one of the principles spread by the pedagogy of competences and

Gonçalves (2009, p.131) as “entrepreneurs of themselves.” In this way, questions of employability and entrepreneurship arise, so we worked on the current pedagogical issues. In this context, competencies disseminate a discourse of concern with the professional know-how to remain stable in the universe of work. Within this notion of employability, the responsibility for learning strategies and updating their skills is transferred to individuals to ensure permanence at work (SILVA; CUNHA, 2008). One of the evident contradictions has to do with teacher training. For the practice of individuals to be reconciled with the values, skills that capital needs, teachers may be undergoing conservative and strategic activity, with the responsibility of transmitting knowledge only convenient to the system. The outcome of this situation has repercussions on teacher education, as it no longer seems to have the function of working with the historical and social knowledge of humanity. Also, Holanda, Freres, and Gonçalves (2009) discuss the importance of an emancipatory education where subjects are addressed besides the logic of capital and training for work, showing scientific activity with a greater interest in social transformation. Perrenoud (2002) understands that, through the relationship between teacher education and his / her performance in student education, teachers' individual and social skills are relevant to pedagogical practices. What is noted is that teacher training influences the recognition of their competencies and the classification of relevance that they produce in trainees. This influence will be present in pedagogical interventions and actions, according to the concept that competence is identified in the worker's performance, particularly the teacher.

Continuously, the progression of the student/ a future worker's knowledge and skills is correlated to what the teacher, mainly, evaluates as relevant to the social. According to Perrenoud (2002, p. 93), it will be through evaluation and continuous verification that the teacher will realize the “pertinence and coherence of the chosen approaches, the different actors are led to mobilize and permanently develop new knowledge.” In this context, the criticism established to this model denotes a perception that the teacher's competencies will be those that will influence the results in the formation of the students. Suppose the teacher does not show the right ethical, moral, professional, and mainly theoretical discernment. In that case, the student's education will be compromised and marked by malformed, fragile knowledge, without critical capacity and knowledge mobilization.

For Perrenoud (1999), there is a justification for teachers' need to receive planning, content structures, and reference of pedagogical practices. These resources must work together with the teacher's responsibility to mobilize and implement useful practice guidelines, that is, “the power and the risk of determining them” (PERRENOUD, 1999, p.39). This matter is because competencies should not be disconnected from educational practices, but they serve to organize education professionals' actions. For the author, teachers who disagree with this need to relate competence and social practices will be limited to established disciplinary competencies of transmitting theoretical knowledge and methods, traditional and rigid. The aspects mentioned above characterize, in part, Perrenoud's approach to competencies. In the pedagogical conception defended by him, it is clear that the competencies refer to the practical world and the tasks that can be developed by the trainees. In this case, incorporating this categorical model in education, mainly through curricula and educational

proposals, seems to demonstrate a more profound meaning: the intertwining between the needs of organizations and the pedagogical dimension that favors efficiency and practice over theoretical discussions. In this conception, the economic extent seems to occupy the centrality of education since it is necessary to feed economic life with the participation of a new social profile, adjusted to technological innovations, among other aspects. But it may be enough: education cannot be reduced to economic development without thinking about more comprehensive dimensions of the human being, including cultural, political, ethical, and existential.

FINAL CONSIDERATIONS

The assumption that started this essay was to consider the discourse of pedagogy of competencies associated with organizations and the productive world. Incorporated mainly in the 1990s, a time of educational reforms, mostly in Brazil, the possibility of inserting Brazil into the world economic order was seen, in line with the advances of globalization and technologies, which required rethinking education. Stimulated by this need, educational proposals appropriated theoretical references that presented articulation between the world of production and the formation of new skills. For this reason, the skills catalog defended by this proposal brings with it values (knowing how to do, knowing how to learn for yourself, teamwork, the use of technologies, among others) that suggest the step taken by education towards training, especially (not exclusively) for work in the current economic order. Therefore, amid the economic policies established in the country, characterized by the defense of neoliberal principles, there is a repercussion of this in all spheres of society, particularly in education, which was responsible for preparing the new generations. Finally, the relationship between the discourse of competence in the business and educational sectors had a significant impact on the proposed reforms. It is noteworthy that the educational system adopted the logic of the market to enable an academic formation linked to the discourse of the capacities and skills of the citizen to act competently and effectively in the labor market.

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