The pedagogical competences and their importance in virtual physical education

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Abstract. Pedagogical competences have been imposed in relation to the development of face-to-face and virtual education policies in the world. In Colombia, the competency-based curriculum has been used at all levels of the Education System. However, there are shortcomings in the training of teachers in regard to the implementation and execution of different activities that allow the full development of the school and university environment. The research focuses on the pedagogical competences of the teacher of Physical Education at the Education level. It is a journey that took place, taking into account the orientations of qualitative research, under the hermeneutical paradigm and the ethnographic method. Likewise, the observation techniques were used. For the theorization process, the authors' approaches were taken into account, who proposes stages or levels for the development of a research: categorization, structuring, contrasting and theorizing. At the end of the research, ponders were made on the harmonic relationship in Physical Education, where the achievement of the objectives depends on the pedagogical skills assumed by teachers with teamwork, based on values, motor skills, sports, playful and other expressions of the movement seeking the fullness of the spirit in the body-soul relationship. Key words: Pedagogical competences, Face-to-face and virtual Physical Education.

1. Introduction
This article is the product of a literature review, documentary on the formation of pedagogical skills, under the humanistic approach to which the work done merges with teachers in Physical Education area in educational centers in the city of Pamplona, Norte de Santander, Colombia. It is expected that the teacher is the counselor of the process and the student becomes the main actor of educational action.

It should be noted that one of the most important stages within what corresponds to the holistic training that the human being should receive within the educational process at face-to-face and distance level, lies essentially in Education. At this level, the cognitive study of the physical and psychological abilities of the young or adult child prevails. It is a stage where creativity can increase, instill and train in values to achieve the full development of personality, under criteria of love, responsibility, honesty, work and creativity.

The pedagogical skills must constitute the fundamental motor in the integral development of human being. Physical education is a priority area to achieve this goal, since it is made by a compendium of activities that are established in a harmonic and holistic way in each action of being human, within its process of regular formation and daily life, with such naturalness that it has great influence on life and body.
The Physical Education in all the levels of the educative system (Preschool, basic, average and diversified and until the university stage), includes two vital aspects for its education: Body and Movement, which are constituted in two fundamental areas for the educational practice.

Physical Education aims as stated by [1] Fat (2005); "the formation of the human being", maintaining as a priority task, "the achievement of the body entity".

Seen in this way and with special emphasis on the ontology of the object of study, the definition of the [2] UNESCO (1999) it states what pedagogical skill is: "the set of socio-affective behaviors and cognitive abilities, psychological, sensory and motor, that allow to carry out adequately a performance, a function, a task "(s/p). The aim is to articulate skills from a humanistic perspective through the use of Physical Education in the stage of basic or secondary education where the teacher is able to promote social interaction in the educational process and where development takes place, when Internally, the cognitive process is controlled by integrating technology, virtualization and physical abilities into the mental schemes that contribute to meaningful learning. The contributions of [3] Vygotsky (2006) are of great importance in the educational process and, it is important to encourage Physical Education teachers, to investigate in order to improve the educational practice at distance, so that the teacher can be a dynamic agent committed to the true essence of education. In other words, achieve the transformation of society.

The learning proposed by [4] Ausubel, (2000) establishes that it is necessary to take into consideration the previous knowledge of the student, so that they serve as a bridge in the abstraction to which the programmatic contents are usually subjected.

2. Method

[5] Platón, (1988), and [6] Mulder (2007) points out that in the sixteenth century the concept was already recognized in English, French and Dutch; The use of the words competence and competence in Western Europe dates from the same period. So, it is important to make clear that the concept of competence has a broad history, so it is not surprising that being professionally competent means being sufficiently capable and able to perform certain tasks. It stands out that throughout the ages has been an aspiration, the search for skills to have control over an event or a specific technique.

According to [7] Argudín (2006), the term competence is derived from the Greek agon and agonistes, which indicates that one has been prepared to win in the Olympic competitions with the obligation to emerge victorious and therefore to appear in history. If an analysis of the definition is made from the etymological point of view, competence means being filled with capacities to face the challenges. In the same way it consists of avoiding obstacles and overcoming them. Action that impacts in depth with the purpose pursued through education.

In this sense, competence implies according to [8] Bustamante (2002): "The idea of an active and complex mind and therefore that of a productive subject". Hence, it can be said that competence is to forge a goal and be responsible for consciously generating the knowledge that it receives, processes and reproduces, based on experience and what comes from the context or environment to which it is circumscribed.

[9] Montenegro (2005), referring to the concept of competence, affirms that it is very broad, and defines it as follows: "being competent is knowing how to make and knowing how to act, understanding what is being done, understanding how to act, assuming in a responsible way the implications and consequences of the actions carried out and transforming the contexts in favor of human development."

[10] Tobón (2004), states that the origin of competences lies in Greek philosophy, due to the nature and method of work of the thinkers of that time. The subjects were approached by the Greek philosophers from contextualized problems that interrogated reality, being and man in an articulated way.

[11] Argudín (2006) states in this regard that: "Man faces radical changes that forces him to understand that now more than at any other time, he must meditate on his personhood and build his way". A path that includes a wealth of knowledge and skills that give him security to live in a system that qualifies skills and abilities. That is, it requires a life plan with clear goals.
2.1. Levels of competence in Education and especially Physical Education from distance

Competencies have different levels of development and these are made evident through performances, actions and behaviors. For students to develop them, it has to be through different levels of proficiency, and citing [12] Sánchez (2012) states that: "They are the sequence of learning with which the student reaches the completion of each competition".

In Colombia, as [13] Unell (1997) puts it: "There has been a set of pedagogical and didactic experiences, which have gone hand in hand with the evolution in the learning of motor skills and abilities by students in all the levels of the education system". In the same way, it is affirmed that the degree of maturity in the development and progress towards more complex systems or of better quality in terms of the realization of skills and abilities has also been taken into consideration.

It is important to delve from the concept of virtual Physical Education in its different meanings, which are always oriented to a historical moment given by the dominant conception of the body, and the knowledge that must be applied for the coordinated realization of movements, abilities and capabilities such as it affirms [14] Contreras (1998) “the idea of the human body has conditioned the concept of Physical Education in history”. Therefore, Physical Education has acquired different meanings according to the concept of body, from an ontological perspective depending on the time of society.

In these terms, it should be noted that the specific competences of Physical Education, Recreation and Sports, which have been raised by the Ministry of Education, from an integral approach of the human being, are referred to:

2.2. Motor competence

This competition according to the [15] Ministry of Education of Colombia (2010): is understood as the construction of an autonomous body that gives meaning to the development of motor skills, physical abilities and movement techniques reflected in knowledge and skills useful to meet the crop personnel and the ever-changing demands of the environment with creativity and efficiency.

2.3. Expressive body competition

This competence as proposed by the Ministry of Education of Colombia (2010): addresses all the knowledge that the student has about himself (ideas, feelings, emotions), techniques to channel emotionality (release tensions, overcome fears, accept your body), of bodily and communicative availability with others, through the expression and possible, flexible, efficient and creative representation of gestures, postures, space, time and intensities. In the same vein, [16] Begoña (2005) points out that:

The development of the corporal expression in the school must take into account: to feel the body, the corporal expression and the dramatic language, from some theoretical foundations as they are the cognitive capacity, the physical or energetic capacity, the capacity of movement and the expressive capacity".

2.4. The axiological competence of the body

This competence is understood as a set of culturally determined values and are considered vital in the development and social coexistence. The knowledge and techniques acquired through physical and recreational activities, also contribute to build a lifestyle oriented to their care and preservation, as a necessary condition for the understanding of those social values and respect for customs, traditions and the environment. With regard to this competence, the tendency is to try to achieve the integral formation of the student from the corporal, considering it from a humanistic approach, which is proper to the social sciences and where the axiological value of each activity must be exploited to have solid basis that are generated from the context, where teamwork is fundamental to achieve the objectives, from the preservation of friendship, solidarity, responsibility, respect, tolerance, honesty which are virtues that will contribute to the formation of integral citizens that will give significant contributions in the construction of a better society. A society in values.
It is important to emphasize that, for the success of the teaching process and the learning process, the work of all those involved is necessary. Therefore, collaborative work is necessary for the fulfillment of the objectives that both teachers and students seek to obtain. In this circumstance, this collaborative work is based essentially on the precepts disseminated by Vygotsky (1995), who writes: "Learning awakens a variety of development processes that are able to operate only when the child interacts with other people and in collaboration with their classmates".

3. Conclusions
The virtual education must implement didactic guidelines that help the teacher to clarify doubts, in order to achieve the formation of autonomous students, capable of making decisions, and transfer the learning of the class to everyday life.

The appropriate use of science, technology and virtualization through the use of strategies and didactic resources can facilitate the achievement of objectives, since their absence or lack of knowledge can become in distracting factors of the goals established in the area.

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