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*Preparación del docente para perfeccionar su  
competencia didáctica en las escuelas superiores  
pedagógicas angolanas*  
*Preparation of the teacher in Angolan pedagogical  
centers to improve his didactic competence*

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**Resumen:** Se presenta en este trabajo, resultado de una detallada revisión documental, un análisis de los fundamentos teóricos sobre la superación profesional orientada a la preparación del docente en competencia didáctica en las escuelas superiores pedagógicas, como vía para perfeccionar sus modos de actuación en la dirección de proceso de enseñanza aprendizaje en correspondencia con el propósito de transformar la realidad del sistema educativo angolano mediante la producción de nuevos conocimientos.

**Palabras clave:** Superación profesional; Competencia didáctica; Preparación del docente; Escuelas Superiores Pedagógicas

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**Abstract:** This paper presents the results of a detailed documentary review, an analysis of the theoretical foundations on the professional capacitating courses oriented to the preparation of the didactic competence of the teacher at the pedagogical higher education centers, as a way to perfect the modes of action in the direction of the teaching- learning process in correspondence with the purpose of transforming the reality of the Angolan educational system through the production of new knowledge.

**Keywords:** Professional capacitating courses; Didactic competence; Teacher preparation; Pedagogical Higher Education

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## **Introduction**

The role of the university teacher transcends the limits of the school institution and radiates to other social and professional contexts with its social impact, so the quality of its preparation is decisive in the integral formation of the personality of children, teenagers and young people.

The teaching profession requires specialized and systematized studies. It has a notable influence on social development, the personal realization of the teacher and the subjects with which he interacts; it is deeply humanist and implies aspects such as the related social and personal, the instructive and the educational, the individual and the group.

The preparation of the teacher and consequently the improvement of his professional performance is a problem of great topicality and international relevance, noted in the bibliographical review on the debate maintained and the research by different authors from different points of view on this topic. This preparation already analyzed in the framework of its continuous education, is of utmost importance because the systematized experiences in the learning of the role of a competent professional are demonstrated.

In the context of the Angolan nation, the professional improvement of teaching is manifested as an inescapable requirement to improve the teaching activity; however, the alternatives of improvement are currently restricted to the national plan of education of directors which proposes the academic training in Master and Doctorate courses.

Nonetheless, there are still gaps in the theoretical and methodological order in this important formative process in function of the improvement of the teaching performance that is demanded for the current aspirations of the Angolan government, which despite the efforts deployed and the changes introduced to achieve better results in the didactic performance of the teachers do not yet meet the requirements for the education of the future professionals.

In the case of the Pedagogical Higher Schools (PHE) this type of preparation of the teacher is not regulated and, consequently, there are deficiencies in the mode of teaching that show problems in the direction of the process of teaching-learning process manifested in the one hand, by the teachers who lack the academic undergraduate or postgraduate preparation to teach, a form of preparation and self-improvement; and on the other hand, there is no methodological work system with its own legal provisions.

The aforementioned has been noted in the review of previous researchs, in the legal body that supports the education system in the country, and is determined primarily because the initial training received in the education of undergraduate, in its generality, do not has the

necessary and sufficient preparation conditioned for the didactic performance, there are limitations in the projection of the training of the postgraduate depending on the problematic posed, and the limitations that in the methodological order these teachers face are not directly addressed.

It is for this reason that the study of the ways that allow to direct the professional training of the professors of the professionals of education is an unavoidable necessity of scientific technical development in this moment in Angola.

In the context of education in Angola there are several researchs based on the needs of teachers to prepare for their professional performance. Cassinda (2014) and De Almeida (2015) address the subject with emphasis on didactics of the teaching process of learning aimed at middle school teachers. Da Costa (2014), Evaristo (2014) and Sousa (2015) put emphasis on designing programs to improve the performance of the university teacher in their methodological and research functions with a high social commitment.

There has been no evidence however, of the existence of work related to professional capacitation for teachers of Angolan pedagogical higher schools, especially regarding the didactic competences. The aforementioned evidences the need to develop the professional competences of university teachers, mainly didactic competences, as this helps to enhance the quality of the teaching-learning process and thus offer the future teacher a model that can be applied in pedagogical practice and later in the professional performance.

This paper presents the theoretical foundations of professional capacitation oriented to improve the didactic competences and the preparation of the teachers of Angolan pedagogical higher schools.

## **Development**

To educate teachers so that they can face the new challenges of higher education is necessary to provide university professors with the acquisition of didactic skills demanded by the evolution that has experienced this level of education, which is a requirement of educational practice and vocational training expressed in article 38 of the Basic Law of the

Angolan Educational System: the social object of the university is to train highly competent professionals.

In the development of different World Education Conferences, UNESCO has recognized the central role that university teachers have in raising the quality of the educational processes in which they participate, proclaiming the need to strengthen their training and preparation (UNESCO, 1998).

The continuing education of the university professors in the Angolan reality must promote the development of the professional competences, a gradual process in which levels or stages are reached that continue to unfolding in the practice of the exercise of the profession and with the permanent improvement of the professional competences. The didactic competence is a professional competence of great importance for the direction of the teaching learning process that transcends the whole context of professional performance and must be deployed from the undergraduate courses. (Parra, 2002)

This analysis led to reflect on how to contribute to the professional improvement oriented to the preparation of the teacher in didactic competence in the pedagogical higher schools of Angola. As part of the investigative process carried out by the authors of the work, the theoretical-methodological references underlying the professional improvement oriented towards the preparation of the teacher in didactic competences in the Higher Pedagogical Schools in the Republic of Angola are presented.

### **Theoretical Fundamentals of the professional improvement oriented to the preparation of the teacher in didactic competences in the Higher Pedagogical Schools**

The theoretical bases that support the professional capacitation of the teacher have been treated previously by several Cuban authors such as Berges (2003), Bernaza (2004), Fraga (2005); López et al. (2014), Morales (2010), Perdomo (2010) who, in general sense, maintain that it is a continuous and permanent process that develops throughout the professional life of the teacher in exercise, elevating the competence and the professional performance whenever it responds to the needs of the teacher in the context of the

fundamental activity he carries out, to those of the educational system, and his projects of life.

For this reason, and depending on the specific conditions and needs of the Angolan context, the capacitation of the teacher in the context of the transformations of the pedagogical higher schools should be designed on the basis of the principle of the theory of the action (supported by the practical knowledge), as theoretical methodological principle, and thus stimulate the reflection of the teacher since its educational practice, so that, in a meaningful way, it is to say, integrating the new learning to his knowledge, also settled as part of his experience, to become a mode of action that will allow him to respond to the transformational challenges of this level of teaching.

If the teacher who conceives and directs the training of teachers at the pedagogical higher schools is aware of their own intellectual reserves, their limitations, and their possibilities for the implementation of the teaching activities, and to establish the relationships between the didactic components of the teaching-learning process that it performs in the context of its professional performance, then he will be more aware of the preparation that it requires to improve educational work, being able to satisfy the needs emerged in the professional practice and take preventive actions.

All of the above indicates the need to work in order to develop the capacity of the teacher of the pedagogical higher schools for their best didactic performance. The professional pedagogical improvement is a necessity of the universities at international, regional and national level by the demand of the scientific-technical progress at present, which constantly generates new knowledge, and by the peculiarity of the training of professionals who serve as university professors who were not prepared for such purposes.

The didactic competence in the framework of the professional performance of the teachers and the term competence begins to be employed in the field of science by the end of the decade of the 50s when Noam Chomsky introduces the concept of linguistic competence to refer to a formal and abstract knowledge of the rules and principles that govern the linguistic system, attributing them an innate and universal character.

Until the end of the decade of the 80s and beginning of the 90s the category competence, approached until then from the point of view of the cognitive-instrumental human activity, begins to be reconceptualized in the frameworks of the international debate around the problems of the quality of education and insufficient relevance or social and individual significance of the curricula of formal educational institutions, both at the basic and intermediate levels, as well as in technical education, teacher training and university education.

Competence as a professional attribution is linked to the professional figure (tasks and functions) that includes the set of achievements, results, lines of action and procurements demanded of the holder of a particular profession or occupation. It refers to the functions, tasks and roles of a professional, incumbent on the proper development of his job, sufficiency that are the result and the subject of a qualification process, basically referred to the necessary training to obtain the desired professional competence.

Since the decade of the 90s, the term competence has been acquiring preponderance in the education associated to the values, to the capacities, to the abilities. For example, Bogoya (1999) approaches competence as a potentiality or ability to face a problematic situation and solve it, to explain its solution, and to control and position itself in it. At the discretion of the authors of this work, this conception relates it to problem solving.

The pedagogical profession has also inherent problems of its object that are manifested in the context of professional action, becoming a challenge for these professionals who will test and develop in their performance their creativity and personal potentialities in solving problems.

On the other hand, Braslavsky (1999) refers to competences as aggregate and complex capacities to perform in the different fields that make human life. Therefore, the researcher in some way alludes to the necessary transfer processes, and conceives them as capacities for performance.

According to Rey (1998), researcher at the Université Libre de Bruxelles, competences are the capacity to generate applications or solutions adapted to the situation, mobilizing the

resources and regulating the process until reaching the intended goal. It distinguishes in this conception the establishment of the competence as a function by requiring a system of conceptual and procedural knowledge organized as operational schemes that allow, in front of a set of situations, the identification of a problem and its resolution through effective action.

From a similar perspective, for Le Boterf (2001), an expert in engineering and human resources, competence is the ability to mobilize and implement properly in a specific working environment (skills, knowledge and attitudes), and environment resources to produce a defined result. According to this definition, competences imply capacity (skills) but includes the capacity to mobilize it, in addition to mobilizing the resources of the environment, which implies an adaptation to each situation, giving the concept more complexity.

In these conceptions it appears as coincidental the interaction between personal qualities and characteristics of the environment, to which the subject is able to mobilize and produce desirable effects, intentionally foreseen and regulated in its execution.

Consequently, a competence may be considered to include:

1. a series of personal characteristics;
2. a characterization of functions and tasks in which these qualities will be put into action;
3. a series of conditions of realization.

Thus, the competent person knows himself, knows the functions he has to fulfill and the conditions in which he must do so, in each case regulating the process of fulfilling the functions.

In the previous conceptualizations, the company and the non-educational sectors have been the context of analysis and research, however, it is necessary to analyze this concept of competence from the field of the pedagogical sciences, for what is consulted to Vigotsky (1968) introduces a concept of great theoretical, methodological and practical value for the comprehension of the competences and the direction of its development: zone of proximal development.

In this sense Echevarría (2002), argues that competences discriminate the knowledge necessary to face certain situations and to be able to confront them. The first is related to personal qualification, but the use of it depends on the structural environment where it can develop and the institutional areas of training. In this sense, according to this author, the professional competent person has the knowledge, skills and attitudes necessary to exercise his own activity. It solves the problems in an autonomous and creative way, and is able to collaborate with its working environment and in the organization of the work.

Education must therefore not be oriented towards development, but rather to the functions of the process of maturing, which will allow for a good learning, a developing teaching.

There is a unity and no identity between teaching as a directed and organized transmission of knowledge accumulated by other generations and development as a self-movement that generates the new. For development to take place, education must meet the level of progress achieved previously. In this way, teaching can stimulate in various ways the potential of apprentices, considering their personal characteristics. The term competence is also an integrative concept because it unifies in one expression the executive and inductive elements of the self-regulation of the personality within the teaching learning process.

In the current conditions of development, where the major challenges impose on human beings the need to be more effective and efficient in their performance, the term competence has been introduced with increasing force in the context of the different professions and existing occupational profiles. The authors of this work agree that competence is the ability to mobilize a set of resources to effectively solve complex situations.

On the other hand, the professional competences are a set of knowledge, skills, and abilities necessary to practice a profession, solve professional problems in an autonomous and flexible way, and collaborate in the professional environment and in the organization of work. (Coll, 2009)

In addition, the relationship with the personality in the process of vocational training is essential, so that its systemic conception results from the relation between both aspects: the personality and the content of the vocational training.

The professional competences are defined by Ortíz (2001) as those qualities of personality that allow the self-regulation of the subject's behavior from the integration of scientific knowledge, skills and capacities linked to the exercise of a profession, as well as the motives, feelings, needs and values associated with it that allow, facilitate and promote effective and efficient professional performance within a particular social context. They express a holistic approach to personality in the unity of cognitive, affective, and behavioral issues.

In the particular case of the pedagogical profession it is assumed by the authors of this work that the competences of the professional of the education are those that allow to solve the problems inherent to the pedagogical process in general and to the process of teaching and learning in particular in the context of the school- community education and in correspondence with the model of the professional educator, with the purpose of promoting the integral development of the students personality.

The development of competences is a gradual process in which levels or stages are reached in this period of the training that continue to develop in the practice of the exercise of the profession and with the permanent improvement of the professional skills.

Angolan pedagogical higher schools require competent teachers, and well-trained professionals. This reality reinforces the need for professional improvement to be conducive to the development of professional competences. Thus, in the opinion of the authors of the work, the professional competence includes specialized knowledge that allow to dominate as expert the contents and tasks of each professional field to know to apply the knowledge to work situations using appropriate procedures, solving problems in an autonomous way and transferring experiences to new situations; be disposed to communicate and collaborate with others; have a self-adjusted concept; follow their own convictions; take responsibility, make decisions and relativize frustrations.

For the exercise of the profession the university teacher requires some clarity about where to go. Teachers play what they learned when they were students and when they were trained. That is why it is imperative to promote a solid reflection on what is the teacher profile that

you want to promote in order to progress then on how to do it in the case of those who are already in exercise.

When reference is made to the profile that teachers should have, there are two tendencies: one that says what to know and know how to teach, and the one that presents long lists of qualities and knowledge that teachers should have.

In the documents of the Ministry of Education of the Republic of Angola, there is a clear need to ensure competences for better performance, and for better participation in the reinvention of school and educational systems, but it is not yet shown how to achieve so.

The didactic competence is understood as a professional competence of the teacher that allows the execution of the educational activities and the relations between the didactic components of the teaching-learning process that it performs in the context of its professional performance.

Using the didactic competences the teacher reflects and regulates his performance in the learning process, for which he should be able to identify his personal possibilities and limitations. It includes the identification of personal possibilities and limitations for the didactic performance, the systematic self-assessment of its didactic performance, and the planning, execution and systematic control of its didactic performance.

The qualities of personality, as a resource to be mobilized, are formed in flexibility, independence, projective orientation, commitment, facilitating the access of learners to content or accessibility.

The flexibility is a quality of personality that allows adjusting the executions of the subjects immersed in them to the exigencies of the context, and to the personal possibilities and limitations. Taking into account this requirement, there is a didactic competence that will attend to it through the use of different variants, and taking into account the criteria and needs of other people.

Independence is a quality that expresses the self-determination of the subject in his executions, to have his own criteria, and to regulate his performance.

The projective orientation reveals the strategic sense in the didactic performance, its orientation towards the future. It contributes a prospective sense to this performance and allows the realization of forecasts that promote the integral development to higher levels of the subjects with whom it works, especially of students, which requires the knowledge of itself and the context in which they interact.

Facilitating the access of learners to content is a quality of the professional education. There are examples illustrating some of the resources of this quality: a didactic performance based on interpersonal relationships of respect; taking into account the needs of the subjects; encouraging involvement, participation; and facilitating the decoding of information through cognitive and affective resources; realizing the bond of content with life; the use of examples, of methods that enhance the development of subjects; the establishment of interdisciplinary relationships that contribute to the integration of scientific knowledge; the clear transmission of messages.

The flexibility, the commitment to the learning process and its results, facilitates in the students the access to the content, the projective orientation in the direction of the teaching process of learning, and the independence.

The didactic competence would be expressed by the capacity of the teachers to mobilize these resources in function of:

1. Planning teaching: It is the way in which the teacher designs and plans the teaching and mastery of the subject he teaches; it includes the integration and the mastery of the subject, the design of the program of the subject according to the requirements of the major and the institution; planning the lessons of the unit or subject, and of classes.
2. Attention and disposition with the students: it is the attention of the teacher to the students, the climate of the classes and the mutual respect. Includes counseling, stimulation, and motivation of the student through a teaching focused on considering diversity.
3. The teaching methodology: is the way in which the teacher uses the feedback strategies and the didactic interaction. It includes preparing class according to different typologies; organize and manage mediated learning situations with didactic strategies that consider the

realization of learning activities (individual and cooperative) of great didactic potential and the characteristics of the students; prepare independent work systems; use the available learning strategies or create them based on criteria about the diagnosis of the students, the nature of the content, etc.; addressing diversity; seeking, preparing and using support materials for students in accordance with the objectives; taking advantage of all languages; diagnosing the students needs and potentials at both the individual and the group level; establishing indicators for diagnosis; establishing the ways in which apply it; evaluating the results obtained, both at group and individual level; designing a system of actions in correspondence with the results of the diagnosis.

4. Didactic and technological strategies and innovation: it refers to the use of evaluation strategies, of teaching support resources and technological resources in the classroom. It includes evaluation strategies and didactic and technological resources; preparing didactic strategies that contain motivating, meaningful, collaborative, globalizing and applicative activities; using new information and communication technologies as a cross-relating procedure to encourage student learning.

## **Conclusions**

The improvement of the teaching profession in the context of higher education in Angola is manifested as an inescapable requirement to improve the learning process; however, there are no professional improvement programs for the teacher in their work, in special for teacher-trainers in different forms of higher education.

In this context, the didactic competence takes on a significant importance in the face of the demand for teacher improvement to be creative and innovative and prepared for the planning of teaching, caring and aiding the students, teaching methodology, strategies, and didactic and technological innovation.

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