

THE COMPETENCY MODEL AS THE FOUNDATION OF THE CURRICULUM OF UNDERGRADUATE COURSES IN BRAZIL

Abstract

This paper aims to present the results of research on curriculum reform of higher education in Brazil, from the 1990s, specifically the Education Degree course in Pedagogy. Through the documentary and bibliographic research, it was found that the Ministry of Education, by enacting the National Curricular Guidelines (DCN) for undergraduate courses, supports the idea that they will make sure that higher education institutions feel free in the composition of hours, in the specification of study units, indicating fields of study, supporting independent study practices and encouraging the recognition of knowledge and competences acquired outside the school environment. Such skills and competences constitute the so-called tacit knowledge, acquired by the individual from their experience at work and in other spheres of social life. Thus, the DCN establishes a training model focusing on the "Competency-based Curriculum" or "Competency-based Education", which aims to meet the demands of capital on a new productive restructuring paradigm based on flexible production standard.

Keywords: *Competency Model. Curriculum Guidelines. Teacher Training. Competence in Education.*