

TEMARIO SUBPRUEBA DE CONOCIMIENTOS CURRICULARES, PEDAGÓGICOS Y DE LA ESPECIALIDAD

Educación Básica Alternativa – Ciclo Avanzado – Idioma Extranjero

The following list of topics aims at making the participants aware of the kind of knowledge and skills that will be the object of assessment in the “Concurso Público de Ingreso a la Carrera Pública Magisterial y de Contratación Docente”. It includes the topics taken into account in the design of the assessment, all of which relate to academic, pedagogical and disciplinary knowledge.

Please note that these types of knowledge will be approached in the assessment from the point of view of their application in pedagogical practice. In this sense, the assessment requires an appropriate understanding of the relevant topics, in such a way that this knowledge can be applied in the classroom and pedagogical activity at large.

THEORIES, PRINCIPLES AND APPROACHES RELATED TO PEDAGOGICAL PRACTICES

Pedagogical theories and processes

- Constructivism and social constructivism
- Probing and activating prior knowledge
- Cognitive dissonance/conflict
- Cognitive demand
- Competency development
- Meaningful learning
- Learning management: self-directed learning, decision making, metacognition
- Assessment and feedback

Conditions that promote learning within the Peruvian educational principles framework

- Principles of Peruvian education
- Democratic coexistence and classroom atmosphere

Characteristics and development of the student in the learning process

- Cognitive development
- Moral development
- Social-emotional development

DEVELOPING COMPETENCIES AND SKILLS IN THE ACADEMIC AREA

English teachers should focus on developing these four skills in their students:

- Listening comprehension
- Oral communication
- Reading comprehension
- Writing

English teachers should be able to demonstrate significant knowledge of the following:

- Grammar (conditional sentences, sentence connectors, etc)
- Vocabulary
- Pronunciation
- Classroom management