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Conclusions: There is a relationship between the professional profile by skills and employability. Students do not clearly define the professional profile by skills and its relationship with employment; however, they have clear roles in research, management and evaluation, and TIC. The most defined are the expectations about the professional title.

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Employability and Professional Profile by Skills in a Period of Changes in the Labor Market

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I. INTRODUCTION

The complexity of aspects to be considered in the current professional profile, in the context of permanent uncertainty, is concomitant with the context of global uncertainty intensified in the period of the COVID-19 pandemic. Faced with the changes in the horizon that higher education is defining according to the implementation of the competency-based approach, educational quality and the development of society, science, technology, economy, culture and humanities, necessary in the sustainable integral growth of a country, it is up to the functions of the university to respond to these demands as a developing society. It is pertinent to reflect on whether the university is training professionals for adequate employment, from the professional teaching profile that demands the new skills of their performance. As well as employment and employability generate better conditions when growth indicators are visible in GDP and in the investment of the education budget, due to their impact on educational quality.

Professional insertion is a constant of interest in academic degrees and degrees in the last decade,

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evidenced in research on the employability of graduates, their knowledge and skills necessary for the labor market. Ruiz et al. (2019)

The study relates relevant aspects for education with an impact on the economy, since the competences of the professional teaching profile must incorporate the demands of greater academic demands and the functions in a changing labor market, in which ICT and innovation transfer and articulate cognitive processes through digital competences, it means knowledge and application of new tools in learning processes, both in face-to-face and virtual classrooms of remote education.

II. COMPETENCES OF A TEACHING PROFILE

The data collection was done through a sample of the students of cycle X of the Faculty of Education of the Universidad Nacional Mayor de San Marcos (UNMSM), on the knowledge they have of these relationships of professional profile and employability: social, economic and their professional future. Not only conceptual, but the integral and complex relationship of the profile, skills, employment, the labor market, the new functions that educational changes demand such as the use of ICT and TAC, as well as quality, and the development of their skills. There is no very clear link between the profile and the labor market and in the current situation it merits a review, Núñez, et al. (2021).

Among the skills developed for employability, transversal ones, internationalization, educational programs and the gravitation of the labor market stand out. The low employability or high unemployment of young professionals drives research regarding employability based on the ideas of Boyer, Díaz (2020). Educational research should contribute to the teaching-learning process and higher education institutions promote employability.

Universities assume the changes with a global vision of vocational training, the production of knowledge, science and technology from the competency-based approach, proposed by the Organization for Economic Cooperation and Development (OECD) that radiate to many countries in the world. The implementation of this in educational systems brings new challenges and before these, research is the best way to provide data and evidence of their achievements or not in professional careers, in order to address deficits and improve results. The study brings the purpose of knowledge of these aspects of

the educational reality of the Faculty of Education of the UNMSM, and the scopes generalizable to other institutions, Núñez, et al. (2021)

A new professional profile by competencies is a relevant element of the educational system, since it promotes innovative teaching, Bozu, and Canto (2009), regarding the profile of university teachers, argues that to ensure quality it is necessary to define a transformational, flexible and versatile profile in order to adapt to the continuous and diverse changes in society. Located in these complex relationships and dynamic processes, it must respond to contextualization focused on the vision of an interdisciplinary system, for new functions of the teacher, which will require their projection in practice by placing their center in the student. Broad mastery of strategies, methods, techniques and evaluation integrated to the development of the student's competencies in the production of knowledge and in learning to achieve it.

The application of ICT, multidisciplinary teamwork, research, evaluation, innovation, involved in the processes, and used effectively will be evident in the teaching performance, and gravitating in the reflection and elaboration of the new professional profile responding to the changes and implementation in the universities, in the production of knowledge, in the training and teaching performance.

Pavié, A (2011) affirms, the teacher for his work has a specific professional profile and different from that of other professionals. The professional isolates the problem, raises it, conceives and elaborates a solution, from this statement are deduced competences that relate teaching and research, we can explain with foundations that the teacher is a professional. This explains the relevant scientific trend in current teacher training, such as the increase in subjects and undergraduate and postgraduate theses.

The challenges arising from the changes of educational paradigms in competences and functions of the teacher are oriented to the employability of the graduates and originate reflections, questions and decisions regarding a critical reading of the training and its employment possibilities. The international standards with which universities are accredited establish high fences revealing the quality of education, and training from models in Europe and developed countries, an obligatory reference that the professional university teacher must achieve. The changes generated by the globalization of knowledge and accessibility to information are reflected in the demands of the labor market that implies skills for effective performance, such as: teamwork, mastery of digital technologies, critical thinking. Geeregat et al. (2016) analyze the employability of Pedagogy graduates from the reality of higher education in Chile, with questions about the quality of teacher training programs and skills, and external and internal factors that influence the employability of

graduates. The prestige of the university, influence of the educational institution of origin, and the salary. Among interns, standardized tests, adaptation to the context and the perception of self-efficacy. The independent observation of the factors, decontextualized, brings limitations to the analysis and recommend contextualizing the various dynamic factors of employability and its measurement. Also, that the construction of student-centered learning has little relation to the sociocultural context in which they live. Questions arise about the development of employability skills, determined by the context and the individual in a standardized teacher training process.

These nodal points for the university are more critical in countries with greater diversity in their socioeconomic and cultural development. Contextualization is relevant in the practice of the process of lifelong and continuous learning to respond to new employment conditions.

Pascual et al. (2016) make a case study of the employability of graduates of the Master's Degree in Secondary Teacher Training, at the University of Oviedo, characterized by transversality and specialization. The economic situation is not very encouraging due to the reduction in the replacement rate of public and private officials that makes it difficult for teachers to access the public network in Asturias. The purpose is to know the training given by the master's degree and the professional performance, and the employability of the graduates, the skills acquired, in a sample of 274 graduates. Results: change in the profile of students in age, with rejuvenation in years. 52% work, 58% do not work in employment of their training, and 41% work with skills acquired in the master's degree. Of the unemployed, most have never worked as teachers. The highest employment rate is between 30 and 34 years old. There are expectations in the master's degree in teacher training, since bachelor's degree graduates aspire to work in teaching.

González, and Martínez (2016) express a concern about the scope and alignment between professional skills and the needs of the labor market from an international perspective, at the University of Murcia and the Catholic University of Córdoba, Argentina, about the perception of students in the last year of the degree. There are high unemployment rates and overskill indices in Spain, based on observation of profiles and factors influencing the perception of the labor market and its access. The students of the University of Córdoba have higher expectations to find employment, 87%, those of the University of Murcia about 70% have a more negative perception.

Vega et al. (2017) analyze the formation of transversal and digital skills in higher education in Mexico, as a great challenge in the face of labor needs in the highly technical environment for competitive work. They observe that the competences are based on the

specialization of the sources of work and insufficient, since transversal projects with different teams and areas are required. They conclude that it is pending to close the digital gap of graduation from universities with innovative, competitive and highly trained human capital for social and economic development according to the reality of the country and global educational practice. Relevant in various analyses, in the labor field the competencies achieved cognitive, attitudinal, procedural and integrated ethical practice, which justifies the professional status of the teacher, must be showed.

Cifuentes (2017) differentiates the importance of generic and specific competences in graduates of the teaching staff and translation and interpretation professionals of the University of Murcia, for job performance, consulting students, teachers, employers and professionals. The results express some commonalities and differences on the core competencies for employability. Ability to understand and apply knowledge, gather, interpret data and transmit information, development of learning skills. Express yourself correctly in Spanish, know a foreign language, self-learning.

a) *Employability*

The academy focuses a relevant discussion on training for employment and development of skills for employability evidenced in the increase in research based on the study of 46 articles regarding education and employability, Díaz, (2020).

There is growing interest in employability linked to initial teacher training in Chile, internal and external factors in Pedagogy graduates. The sample of 59 graduates consider of greater significance the work experience on the academic training, they recognize their disciplinary training more solid than the pedagogical one. They highlight the importance of social networks generated in undergraduate studies in the achievement of the first job. Before the accreditation

of the career, the strengthening of the pedagogical aspects and the observation of the curricula are required. Cifuentes et al. (2018).

The insertion to the labor market requires defining, developing professional skills in initial training and deepening those for employability, the study was carried out in two Spanish universities: Murcia and La Coruña, with similar results in the attention in initial training, González, and Rebollo, (2018). Professionalization proposes training and specialization aimed at the acquisition of a job, so professionalization and employability have a necessary link, and leads to a rethinking that better defines the expectations of the teacher in the face of reality, Mercader (2021). In times of crisis such as the COVID-19 pandemic, it is urgent to take into account this context of labor market demand and vocational training.

A characteristic of the transition from university work is the transition from employment to unemployment and further training. By evaluating the knowledge of the students of the University of Vigo, self-knowledge and knowledge of the labor market as well as that of the laws of professional insertion that implies the development in the career, it reveals a result in which the professional experience is important related to the career. Dapia et al. (2016).

III. METHODOLOGY

The research is quantitative, with the use of statistics in the measurement of the variables, empirical, verified the hypothesis through fieldwork. Descriptive and explanatory, transversal. A questionnaire and a checklist were applied for the collection of the data, it was processed using the SPSS software.

Those enrolled in cycle X of the Faculty of Education 2019, 134, the sample was delimited in 81 students, 60.45%.

IV. RESULTS

Table 1: Answers to the question: Does the elaboration of the professional teaching profile develop the skills demanded by the labor market?

	Frequency	Percentage
Trains and develops skills required by the labour market	27	33,3
It dispenses with the demands of the labour market.	14	17,3
Relatively emphasizes labor market competencies.	32	39,5
It proposes changes in the perspective of competency demands.	8	9,9
Total	81	100,0

Source: Own elaboration

Relatively, 32 students respond, as perception not as theory, 39.5%. It trains and develops skills required by the labor market, 27 students, 33.3% are right. Dispenses with the demands of the labor market

14 students, points out the lack of relationship between profile and labor market, 17.3%. It proposes changes in the demand for competence, 8 students, 9.9%.

Table 2: Answers to the question What does employability mean in relation to the professional profile by competences?

	Frequency	Percentage
That professional skills and employability as capacity, knowledge, skills demanded by the labor market is developed in a professional profile.	37	45,7
Possibility of employment that is developed in a professional profile	30	37,0
Profiling incorporates market competencies.	13	16,1
The profile does not fully assume the demands of a changing market	1	1,2
Total	81	100,0

Source: Own elaboration

Employability in relation to the professional profile occurs because the professional skills, capacity, knowledge, skills demanded by the labor market is developed in a professional profile., 37 students are right, 45.7%. Possibility of employment that is developed in a professional profile, answer 30, the relationship

established does not rigorously involve the competences, 37.0%. The elaboration of the profile incorporates the competences of the market, 13, is imprecise, non-specific, 16.0%. The profile does not fully assume the demands of a changing market, 1, it is very ambiguous, 1.2%.

Table 3: Answers to the question What is the relationship between employability and job placement?

	Frequency	Percentage
Employability implies the possibility of labor insertion	33	40,7
Job placement is subject to personal factors and market opportunities.	37	45,7
They involve personal variables and external socio-economic variables.	11	13,6
Total	81	100,0

Source: Own elaboration

The relationship is that employability implies, by definition, the possibility of labor insertion, 33 students are correct, 40.74%; the choice of personal factors

and market opportunities, 37 students, 45.7%. They involve personal variables and external socioeconomic variables, 11, it is the most ambiguous option, 13.6%.

Table 4: Answers to the question What are the skills demanded by the labor market in education?

	Frequency	Percentage
Basic and specialized professional skills	36	44,4
General and transversal competences because they are common to all careers	29	35,8
Especially personal and external competences of the context	11	13,6
Communication skills	5	6,2
Total	81	100,0

Source: Own elaboration

The labor market in education demands basic and specialized professional skills respond 36 students, 44.4%. General and transversal competences because they are common to all careers, answer correctly, 29 students, 35.8%. Personal and external competences of the context, 11 students, 13.6%, and communicative skills, 5 the furthest from the success, 6.2%. The trend is for professionals, specialized and transversal, general that add up to 80.2%.

V. DISCUSSION

It coincides with Bozu, and Canto (2009), in reference to the profile of university professors to ensure quality it is necessary to define a transformational, flexible profile, in order to adapt to the continuous and diverse changes observed in society. Although we emphasize that they are generated in science and technology. These complex relationships and dynamic processes must respond to contextualization focused

on the vision of an interdisciplinary system. This also implies new competences of the teacher, such as continuous and integral learning, for which the labor market demands, competency and coherent with projection to performance.

The students express their criticism regarding fundamental aspects of quality such as the deficient infrastructure of laboratories, lack of specialty classrooms as a limitation of training in the face of the demands of employment and as a characteristic of limitations in employability. Geeregat et al. (2016) make an analysis of the employability of Pedagogy graduates from the reality of higher education in Chile, with questions about the quality of teacher training programs and skills, and other external and internal factors that influence the employability of graduates. Contextualization is relevant in the practice of the lifelong and continuous learning process for new employment conditions.

Access to the public network is one of the limitations observed by students, insufficient access to ICTs and TACs. Pascual et al. (2016) study the employability of graduates of the Master's Degree in Secondary Teacher Training at the University of Oviedo, characterized by transversality and specialization. The economic situation is not very encouraging due to the reduction in the replacement rate of public and private officials.

Regarding the professional competences of the teacher, there are various classifications and on which they should be contained in the profile, however, it is undoubted that digital competences are incorporated into teaching performance, according to Vega et al. (2017) the formation of transversal and digital competences in higher education, are a great challenge in the face of labor needs, highly technical for competitive work.

The position assumed in our study on the relationship between skills and work performance is affirmed in order to train for better employability conditions. Cifuentes (2017) differentiates the importance of generic and specific competences in the training of graduates of the teaching staff and translation and interpretation professionals of the University of Murcia, for work performance, and the results express some points in common and differences on the fundamental competences for employability. Ability to understand and apply knowledge, gather, interpret data and transmit information, development of learning skills. In our studio teamwork, information and communication technologies, critical thinking, research, innovation; the transversal ones.

Given the process of implementation in universities of the competency-based approach in professional profiles towards a teaching quality that accredits access to employment, the results of this research mean a contribution that evidences in the

Faculty of Education how it is projected towards the expected goals. The results will provide valuable information by generalization useful for decision-making or criteria for review and evaluation on this complex process of substantive changes in higher education.

VI. CONCLUSIONS

There is a relationship between the professional profile by competences, what it proposes as training and supply, and employability due to the skills demanded by the labor market, however, in universities there is a gap with the new skills demanded in the current educational reality. Students do not clearly define the concept of professional profile by competences and its relationship with employability, but the trend is positive. A more definite relationship is observed with respect to the expectations of the professional title.

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