

Basic Competences

Competence is the capacity to use one's acquired knowledge, abilities and personal attitudes in different contexts and situations. Going beyond *knowing* and *knowing how to*, it also includes *knowing how to be*.

Basic competences feature the following characteristics:

- They focus on the development of abilities rather than the assimilation of theoretical content: individuals become *competent* when they learn how to solve problems effectively.
- They are dynamic because they develop progressively and can be acquired in different learning situations and institutions.
- They are interdisciplinary and transversal because they integrate knowledge that originates in different academic disciplines.









- While their aim is to guarantee an education that will respond to the real necessities of our time (quality) all students are expected to accept and develop them (equity).
- Once acquired, they will become part of a lifelong learning experience.

Basic competences in the ESO curriculum

- They integrate formal and informal learning experiences.
- They allow students to use their skills in widely differing contexts.
- They help clarify objectives, content and assessment criteria in all the subjects.
- Each area can contribute to the development of basic competences which are then applied in other areas or subjects.

The basic competences

- The following basic competences are considered essential and should be developed in all the subjects of the curriculum. They are highlighted, where relevant, throughout the teaching notes of *English In motion*:

 Competence in linguistic communication	The use of language as a tool for oral and written communication.
 Mathematical competence	The ability to use numbers, perform basic operations, and understand the symbols and forms of mathematical reasoning.
 Knowledge and interaction with the physical world	The ability to interact with the physical world, and apply the scientific method to explain its phenomena.
 Processing information and digital competence	The ability to find, obtain, process and transmit information using traditional and modern technologies.
 Social competence and citizenship	The ability to understand the social reality in which we live and the desire to contribute to its development.
 Cultural and artistic competence	The appreciation of cultural and artistic manifestations through the ages and in different cultures.
 Competence in 'learning to learn'	The ability to plan courses of action and set oneself goals in order to develop efficiency and autonomy during the lifelong learning process.
 Autonomy and personal initiative	The ability to imagine, develop and evaluate individual or collective projects creatively, self-confidently and critically.