

# THE CONTEMPORARY TEACHING AND THE SOCIAL COMPETENCES OF THE STUDENT

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## *Abstract:*

*The life in the 21<sup>st</sup> century dictates the conditions for life and work of each individual I the community. The contemporary conditions for life in the today community are a possibility for an effective integration of two processes - the individual and the community. In other words, the development of the individual and the integration in the life and work in the community in the 21<sup>st</sup> century requests interaction, cooperation and partnership with the other members of the community. It emphasizes the need of development of the social competences. In that sense, the paper is an attempt for an identification of the needed individual competences from an aspect of the process of socialization. A special attention in the paper is devoted on the question for a determination of separate types of social competences which are needed for the life in the 21<sup>st</sup> century. The other question refers on the way of development of these social competences. Teaching plays a very important role in the development of the social competences because it is the most organized process of education. Therefore, the most essential question in this paper refers on the quantity and the way of how the modernization of the teaching produces possibilities for a development of the social competences in the life in the 21<sup>st</sup> century.*

**Key words:** *contemporary teaching, social competences, student.*

## **Intorduction**

The world is changing very rapidly in all domains of life. That in itself means changes in the education as well. In the area of education unavoidable are the changes in teaching as the most organized and institutionalized process of education. Changes in teaching, for its part, move in the area of curricula and programs, changes in learning where the student is in the spotlight, changes in assessment, curriculum changes in technology and changes in management and organization in the classroom. Or in other words, teaching monitor changes in the community. Life in the community today presents an opportunity for effective integration of the individual, on one hand and the community, on the other . Staff development and integration of the individual in life and

work in the community in the 21st century also requires interaction, cooperation and partnership with other community members. It emphasizes the need and necessity of developing social competence. Significant role in the development of social competence training is a unique educational and training process. From here the question that is essential in the paper relates to how the modernization of teaching creates opportunities for developing social competencies for life in the 21st century.

### **What is modern teaching?**

Teaching that brings contemporary attribute primarily corresponds to the demands of contemporary social community. In this sense modern teaching has certain characteristics that are determined as: orientation to student teaching, and computerization of teaching newly designed and developed curriculum, establishing standards in assessment and new management techniques and organization of the classroom. Changes in curricula and programs, among other things are directed towards the determination of taxonomic knowledge, skills and attitudes as the ultimate goals of the teaching process. In contemporary teaching evaluation is defined as monitoring the work and achievements of pupils with accurate and frequent feedback, to develop capacity for self assessment. Thus the role of teacher and assessor are changing; the role of the teacher as an observer, listener, someone who speaks and gives confidence. The application of ICT in teaching is a modern law expansion primarily because of the sources of knowledge, ability of new scientific findings, dynamic communication between the teacher and the student and among students and educational software packages which are able to high degree of individualization of instruction. Teaching student is directed to one of the characteristics of modern teaching. It requires more than teacher and student. The student should be an active researcher and teacher forwarders. Contemporary teaching focused on applying knowledge gained in real everyday life situations. This set emphasizes individual instruction and group learning form of work that involves two-way symmetrical communication integration and interaction between teacher-student and student-student. With this conditions are created for continuity and frequency of feedback in teaching. This is designed teaching method which emphasizes the practical work, research and problem solving as dominant learning methods. These teaching methods and the method of learning through projects encourages learning. This model of education implemented in the classroom as a micro learning environment is noisy and the place where there is an atmosphere of cooperation and partnership. In this classroom is emphasized each individual class and community as a whole.

## **How have we determined the social competences necessarily for the life in the 21<sup>st</sup> century?**

The competence that develops relationships with other inter plays includes complex feelings, thoughts and skills. You need a lot of time learning its constituent elements. There are different definitions of the concept of social competence, but most of them are moving in the direction of individual skills for initiating and maintaining reciprocal relationships with peers. According to the most general determination, the competence is ability for creation and matching of flexible and customized responses to requests and the creation and use of the surrounding circumstances (Waters & Sroufe, 1983, pg. 80). The competent individual is someone who can use their own incentives and activities the middle that will achieve good development results that will competently participate in group and community belonging. Often there are two different aspects of social competence: status among peers (popularity) or the level at which a particular individual is accepted or rejected by peers and friendship as a relationship that presupposes mutual choice of two specific individuals. According to, Welsh, A.J., and Bierman, L. K(1989) social competence refers to the social, emotional, and cognitive skills and behaviours that children need for successful social adaptation. Despite this simple definition, social competence is an elusive concept, because the skills and behaviours required for healthy social development vary with the age of the child and with the demands of particular situations. But what do we mean by Social Competence? Our provisional definition: Social Competence is possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes valued in the host context and culture. In a school setting, these tasks and outcomes would include accessing the school curriculum successfully, meeting associated personal social and emotional needs, and developing transferable skills and attitudes of value beyond school. Very different social competencies are required and valued in different contexts. Behaviours which are dysfunctional and disapproved of in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able to select and control which behaviours to emit and which to suppress in any given context, to achieve any given objective set by themselves or prescribed by others. This relativistic definition deliberately omits any specification of a particular outcome. However, populist conceptions of social competence often assume specific outcomes, implying but not making explicit culturally based value judgements. The definition also suggests that a major part of social competence is a set of component skills or procedures applied conditionally. These might include perception of relevant social cues, interpretation of social cues, realistic anticipation of obstacles to personally desired behaviour, anticipation of consequences of behaviour for self and others, generation of effective solutions to interpersonal problems, translation of social decisions into effective social behaviours, and the expression of a positive sense of self-efficacy. This implies an essentially information-processing model of social behaviour, with an input (decoding) stage, a central processing and decision-making stage, and an output (encoding) stage.

However, it does not imply a predominantly cognitive model, and in particular the importance of feeling at all stages should not be underestimated. Feelings can relate to the self, other people, groups and affiliations, objects, places and activities, as well as specific events and behaviours. Feelings can be problematic when in excess, in deficit, or distorted or inappropriate. Feelings can stimulate, mediate and reinforce thoughts and behaviour. Feelings may need to be managed directly through the emotions, rather than circuitously through thinking and behaviour. While social competence implies intentionality, of course there might be several effective pathways to the same outcome in any context. Also, sometimes successful outcomes might be attributed by the child to random chance or external factors, validly or otherwise. Thus it is very simplistic to define social competence only in terms of specific skills or only in terms of specific outcomes, especially when the latter are valued very differently by different groups and cultures. Operational definitions of desirable skills and outcomes are likely to be highly adult-centred, and might neglect the child's own objectives. It follows that peer definition and assessment of social competence might be equally or more valid than adult assessment. Similarly, children perceived by adults as having a "poor self-image" within an adult-dominated context might feel very differently about themselves in a peer-dominated context - children have multiple self-concepts as well as multiple intelligences. Although different cultures and contexts value different social behaviours, there is nevertheless some broad consensus in most societies about what is desirable: establishing and maintaining a range of positive social relationships; refraining from harming others; contributing collaboratively and constructively to the peer group, family, school workplace and community; engaging in behaviours which enhance and protect health; avoiding behaviours with serious negative consequences for the individual or others or both. However, it is significant that a number of these are expressed negatively, seeking to define social competence as the absence of social incompetence. This highlights the need to term specific behaviours as socially competent or incompetent, not so label children. Although it might in principle be meaningful to term a person socially competent as a function of the number of social skills they possessed, the number of contexts in which they could demonstrate them, and the number of different objectives they could thereby achieve, quantifying these performance indicators would prove very difficult. Today's education system prepares children for the life in the 21st century. That was the main reason for living to the direction of pedagogy and the futurology of education. So the school should see which knowledge, skills and abilities are necessary to live and work in the 21st century. Studying this phenomenon, based on numerous theoretical-empirical research, Suzikj (2000) developed a model of 28 competencies for the 21st century. Thereby the author stresses that this model is created as an ideal form "or as fully finished structure. Initial development of the model indicates several key issues related to: opening new areas of upbringing, profound study of individual competencies and relationship of all competencies in a continuum. That model is intended to devise and provide competencies needed to live and work in the community in the 21st century. That

makes it the ideal elastic and flexible, open to amendments. Social competences for the 21<sup>st</sup> century according to Suzik relate to:

- understanding of others and groups, interpretation of group emotions flow and power relations;
- accordance with the objectives of the group or organization, collaboration;
- group management : to lead or to be led, creating connections, ability beliefs, organizational abilities, team capabilities, division of work;
- Communication: open to listen and to send convincing messages, communication “face to face” nonviolent communication;
- support of others and servile orientation, sensitivity to developmental needs of others and support of their abilities;
- respect for diversity, tolerance, democracy;
- positive sense of belonging to a nation and civilization.

### **Contemporary teaching and developing the social competences**

The traditional teaching does not contribute much to the development of social competencies. The frontal and reproductive classes have no maintenance and development of social competencies. And teachers who are also the product of the educational system in which social competence had a significant place can hardly feel this need of children, and it is even harder to develop models of social support and solidarity in pupils collective. In that plan, the teacher has two basic vital functions: to record the state of interpersonal relations in which pupils collective work in harmony with it, to apply appropriate educational strategies to support students in order for them to develop productive inter group relationships , to teach social competencies and adopt as its own model of behavior. Empirical evidence suggests that school success is directly determined by early social acceptance and inclusion. Children's sense of social connection is a vital foundation for academic motivation from third to sixth grade (Furrer and Skinner, 2003, pg. 148). In the same study it is confirmed the fact that the strengthening of the collective involvement during the school year results in better success in teaching, with emotional stability and better self control. That does not refer only to the strenghtening of the relationships with peers. The children need good relationships with parents and teachers and other adults. (Steinberg, Darling, and Flatcher, 1995). Involvement is a key construct in the motivation models and is a function of learning in school (Wellborn, 1991). Social inclusion of children in the class collective can not be achieved if the teacher has not adequate knowledge about the group and group dynamics, and techniques that are aimed at involving children. Learning in school is determined by the teacher-student relationship, notes Suzik. Also, relationship with peers on a collective basis for success in learning at school, and a

range of personal qualities needed for each child. "The feeling of connection, discovered by measurement of school climate and quality of teacher-student ratio, and measuring the feeling of belonging or inclusion, the importance of acceptance and importance of interpersonal support, significantly affects the academic performance and sense of involvement and self efficiency, the expected success, the evaluation of the achievements, the positive emotions of effort, the involvement, interest in learning the target orientation of children and school grades "(Furrer and Skinner, 2003, str. 149). The man needs to be connected with other people. As modern teaching, teaching is geared toward the student. Given the fact that contemporary education is focused on applying knowledge gained in real everyday life situations, it requires increased activity of the student which in itself implies contacts with other individuals. This set emphasizes individual instruction and group learning form of work that involves two-way symmetrical communication, integration and interaction between teacher-student and student-student. This is designed teaching method emphasizes the practical work, research and problem solving as dominant learning methods. These teaching methods and the method of learning through projects encourages learning. That in turn means working in groups and the success of group work is determined by the respect of the differences in attitudes, opinions, democratic relations, cooperation. This model of teaching is realized in the classroom as a micro learning environment which is noisy and the place working environment where rules the partnership. In such a classroom is emphasized each individual class and community as a whole. With this model of teaching basic conditions for development of social competencies in students will be created who will be able to live and work in the community in the 21st century.

### **Conclusion**

Social competence is the condition of possessing the social, emotional, and intellectual skills and behaviors needed to succeed as a member of society. The development of social competencies can be most efficiently accomplished with the functioning of the student class. For these competencies the teacher can hold numerous lectures and will achieve very little compared with the implementation of classes in which students will be in a healthy interaction, learn together and achieve mutual support and belonging. That does not mean that the teachers are not needed, but it is quite clear that pupils are medium where collective social competences are learned most efficiently. To this we must be add and the knowledge about the possibilities offered by modern model of teaching through the tandem shaped and group work methods of learning through projects, problem solving, active involvement in real life situations where the student will be in contact with others outside pupils from collective. Here you

get to express his social competence but also they will develop

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