

Encouraging the development of students' social competence in secondary education / Poticanje razvoja socijalne kompetencije učenika u srednjoškolskom odgoju i obrazovanju



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Abstract

Social competence is highlighted as one of the most important competencies for living in the modern world. The aim of this study was to examine the frequency of teacher encouragement of social competence development in high school students through teaching strategies of individualization and socialization, and whether teachers differ in the frequency of encouraging social competence in students based on some of their sociodemographic characteristics. For the purposes of the research, the Scale of the frequency of implementation of teaching strategies to encourage social competence (modified Questionnaire for teachers, Blažević, 2015a) was applied, and the research was conducted on a sample of 355 high school teachers in the Split-Dalmatia County. The research results indicate that teachers frequently use both teaching strategies to promote the development of students' social competence in their teaching. When examining differences in promoting the development of students' social competence based on the type of school, subject area, and years of teaching experience, the type of school did not prove to be a statistically significant factor for the frequency of implementing either of the two teaching strategies, while the subject area and teachers' teaching experience proved significant only for the implementation of the teaching strategy of individualization. It was found that teachers of general education subjects more often implement the teaching strategy of individualization compared to teachers of vocational subjects, as well as teachers with up to 5 years of teaching compared to teachers with more than 30 years of teaching experience. The obtained results confirm the importance of students' social competence and are discussed in the context of contemporary high school education aimed at the development of students' competencies.

Key words

holistic student development, teachers, teaching strategy of individualization, teaching strategy of socialization

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Sažetak

Socijalna kompetencija ističe se kao jedna od najvažnijih kompetencija za život u suvremenome svijetu. Cilj ovoga rada bio je ispitati učestalost nastavničkoga poticanja razvoja socijalne kompetencije srednjoškolskih učenika kroz nastavne strategije individualizacije i socijalizacije te razlikuju li se nastavnici u učestalosti poticanja socijalne kompetencije učenika s obzirom na neka njihova sociodemografska obilježja. Za potrebe istraživanja primijenjena je Skala učestalosti provođenja nastavnih strategija za poticanje socijalne kompetencije (modificirani Upitnik za učitelje, Blažević, 2015a), a istraživanje je provedeno na uzorku od 355 srednjoškolskih nastavnika u Splitsko-dalmatinskoj županiji. Rezultati istraživanja upućuju na to da nastavnici u svojoj nastavi učestalo koriste obje nastavne strategije za poticanje razvoja socijalne kompetencije učenika. Prilikom ispitivanja razlika u poticanju razvoja socijalne kompetencije učenika s obzirom na vrstu škole, predmetno područje i godine radnoga iskustva u nastavi vrsta škole nije se pokazala statistički značajnim čimbenikom za učestalost ostvarivanja nijedne od dviju nastavnih strategija, dok su se predmetno područje i radno iskustvo nastavnika pokazali značajni samo za ostvarivanje nastavne strategije individualizacije. Pritom je utvrđeno da nastavnu strategiju individualizacije češće ostvaruju nastavnici općeobrazovnoga u odnosu na nastavnike strukovnoga predmetnog područja te nastavnici s do 5 godina radnoga iskustva u odnosu na nastavnike s više od 30 godina staža u nastavi. Dobiveni rezultati potvrđuju važnost socijalne kompetencije učenika te se o njima raspravlja u kontekstu suvremene srednjoškolske nastave usmjerene na razvoj kompetencija učenika.

Ključne riječi

cjeloviti razvoj učenika; nastavnici; nastavna strategija individualizacije; nastavna strategija socijalizacije

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