

Original paper

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Pedagogical Competencies Functioning Development of Social Competencies of Students

Extended summary

In the paper, we have presented results of the theoretical analysis of mutual conditioning of pedagogical communication and social competence of students with special review on the fact in which way application of pedagogical communication, including its aspects, factors, pedagogical principles and activities, influences development of skills of social competencies of students. The research keeps pace with new understanding of the pedagogical process, which started to be treated transcendently-philosophically as “communication” between a teacher and a student from the second half of the 20th century.

Initiation and minting this research are significant for clear conceptualization of social skills and social competence, because teaching is based on the forms of social interaction and pedagogical effects (value system, attitudes, interests...) which all depend on social experience of students.

The issue or question, which is heading this research, is does the application – processuality of pedagogical communication, including its aspects, factors, pedagogical principles and activities influence and in what way development of social competencies of students?

The aim of the research is defined in the following way: observe and describe directions and scope of influence and usefulness of pedagogical communication in the process of development of social competencies of students.

In relation to the stated problem and aim of the thesis, our approach was qualitative research of the topic. In this respect, theoretical basis, on which postulates we have contemplated the stated problems, is communicative pedagogy, whereas epistemological assumptions of the research were positioned within interpretative paradigm. Methodological assumptions of the research have been realized within the plan of fundamental (basic) pedagogical research, of the

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explorative and interdisciplinary character. As a relevant technique of the research, we have applied the analysis of the contents for obtaining objectively existing facts relevant for the problem of the research. For this purpose, we used domestic and foreign pedagogical, psychological and sociological reference.

Considering the function it has in the pedagogical-educational process, communication is determined as pedagogical. It is in the basis of pedagogical and educational work because it includes all the participants of the pedagogical process: students, teachers, teaching staff with associates, partners of local community and families of students. Theoretical analysis proved significant features of pedagogical communication, conditioned by the aim of pedagogical work, professional planning and programming of its actions and outcomes provided by pedagogues, high level of interacting and possibility of mutual influences, openness, interpersonal, active listening, understanding, existence of emotions, empathy. In this sort of communication, there are more possibilities for main actors of the pedagogical process adequately interchange messages and to suitably place them in the function of mutual life.

Pedagogically formed and realised communication represents the frame for developing communicational competencies of students, which are multi dimensional and connected to other competencies and aspects of their personality. Development of communication competences of students is not the only and main aim, but their development represents the basis for development of other abilities connected to communication competencies and which are sequences: professional, work, action, social, creative, intellectual... Development of social competencies of students always means that she/he has built communication competencies because there would not be any affirmation in social environment without them. The school is expected, in its own way, to be adjusted to new needs, so that from the sequence of individual and social abilities (potentials) we can develop some segments as capacity for social success, i.e. as social competence. Further on, this means that pedagogical work, which should influence among all social competence of student, and this is through pedagogical communication – a student – teacher (including all stated features of pedagogical communication), requires thorough accepting the following principles of pedagogical communication: the principle of accepting and respecting the personality of a student and his/her feelings: the principle of equal and non-violent communication between a teacher and a student; the principle of usefulness of pedagogical communication; the principle of activation of students in pedagogical communication; the principle of altruism and empathy in pedagogical communication and the principle of accepting cultural diversity in pedagogical communication.

There are two basic assumptions of successfulness of influence of pedagogical communication on development of social competencies of students: a) this is that teachers master the techniques of successful pedagogical communication, in the way that they are prepared to study them during undergraduate and post graduate studies in the curriculum of a regular subject in regular and additional studies, and to support the principles of pedagogical communication with students; b) training (new – extended competencies) of teachers that through realisation of pedagogical-educational activities they encourage desirable forms of social behaviour – support development of social competencies of students.

Key words: pedagogical work, student, interaction, pedagogical communication, social competence

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