

- politika. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži, str. 275 – 302.
- McFadyen, C. L. (2006), *Early Childhood Social Studies Learning for Social Justice*. *Social Studies Research and Practice*, 1, 2, 262 – 267.
- Miljak, A. (2009), *Življenje djece u vrtiću*. Zagreb: SM naklada.
- New, R. S. (1998), *Social Competence in Italian Early Childhood Education*. *New Directions for Child Development*, 81, 87 – 104.
- Rinaldi, C. (2006), *In Dialogue with Reggio Emilia*. London / New York: Routledge / Taylor & Francis Group.
- Rose-Krasnor, L. (1997), *The nature of social competence*. *Social Development*, 6 (1), 112 – 135.
- Ross, D. D., Bondy, E., Kyle, D. W. (1999), *Reflective Teaching for Student Empowerment*. *Elementary Curriculum and Methods*. New Jersey: Upper Saddle River.
- Schwartz, W. (1999), *Developing social competence in children*. New York: Choices Briefs.
- Slunjski, E. (2008), *Dječji vrtić, zajednica koja uči*. Zagreb: Spektar media.
- Webster-Stratton, C. (2004), *How to promote children's social and emotional competence*. London: Paul Chapman Publishing.
- Wood, E., Attfield, J. (2005), *Play, learning and the early childhood curriculum*. London: Paul Chapman Publishing.

Summary

The review of theories about social competency

Anka Jurčević-Lozančić
Faculty of Teacher Education University of Zagreb, Croatia

The child is a creative and interactive being who actively participates in his/her education and socialization. The child's active nature can be recognized in his/her play, spontaneous learning, exploration, curiosity, fantasy and imagination. The knowledge that children, as well as adults, seek the answers to the questions which will enable them to achieve a better understanding of themselves, has prompted many authors to explore personal and social competencies because, as it is known, early childhood sets the first frames of development of self-awareness, which will contain positive and negative elements, both sides of a personality. A lot of contemporary research shows that there is an intensive correlation between the development of the child's accomplishments and the environment that supports the child's learning. Supporting positive social interactions, and especially including the child in joint activities that improve and advance his/her psycho-physical health and his/her constructive contribution towards the self and others, is considered as desirable and socially acceptable, or socially competent, behaviour. Socially competent children are those children who possess socially appropriate, desirable behaviours and social-cognitive abilities which enable them to apply various behaviours in a sensible way, according to the needs of the society and culture. In this paper we shall elaborate the importance of encouraging social competence in early education and give a brief review of the analysis of the phenomenon as explained in scientific literature by contemporary authors.

Keywords: family, early education, child's learning, preschool institution, social competencies.