

Summary

Social competencies and peer relationships in the school

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As part of the project Curriculum of social competencies and relationships in the school, this paper aims to overcome reductionist explanations of children's social competence, viewing it in the context of the school and the curriculum and revolving around the child's ability to initiate and maintain reciprocal relationships with its peers. The paper focuses on the fullness of human relationships, creative collaboration and humane interaction, empathy, expression and understanding of one's own emotions, self-control, independence, adaptability, popularity, problem solving skills and friendly attitude. Peer interaction contributes to collaborative learning structure, leadership skills, and the control of impulses, aggression and animosity. It provides emotional esteem, love, affection, closeness, solidarity and makes a basis for romantic, marriage and family relationships. In the context of different peer attitudes, patterns of behaviour, life styles and value systems, adolescents reach their goals and achievements, and so their sense of personal competence, self-esteem and independence increases. In short, the pedagogical-social implications of peer relationships are woven through the micro-pedagogical and social school structure as safety bases outside of the family from which children draw additional strength, love and encouragement.

Keywords: social competencies, peer relationship, pedagogical-social implications, curriculum, school.