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## Summary

# Pedagogy of relation as a framework for the development of students' social competences in classroom

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The paper argues that pedagogy of relation represents a paradigm that is more appropriate for defining students' social competences in a way that would be more acceptable to pedagogy as a science than the approaches that place emphasis solely on skills necessary for adequate social adaptation. The definition of social competences which is based on relations that exist in classroom provide a better ground for teachers to act autonomously while trying to develop students' social competences, which is done with the purpose of creating a learning community. Within the scope of pedagogy of relation, there is a three tier model, which can be used for further description of students' social competences in educational context. There are only three essential components that determine education: student, teacher and subject matter. The relations between those three components can be named as follows: student relation toward himself or herself; student relation toward others; student relation toward curriculum. When those relations are taken into account, students' social competences can be defined as dispositions that are observable in the variable behaviour pattern which is being assessed and modified (or retained) in interaction, and which is the result of intimate reflection in the process of students' moral development. In order to develop students' social competences in classroom, high quality standards of teaching are the essential precondition.

**Keywords:** classroom, pedagogy of relation, social competences, student, teacher.