

Summary

The school curriculum in the development of social skills of pupils

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The school curriculum, through concised, differentiated and curricular topics seeks to promote individual and social development of pupils, to nurture the skills and ability to adapt that contribute to establishing successful relationships with the environment and result in satisfaction of the school, family and community. The purpose of this study was to evaluate the impact of the school curriculum, and its co-creators (students $N = 841$, $N = 254$ teachers and parents $N = 1619$) on the development of social skills of pupils within the first educational period. The results showed that the self-development of social skills, frequency of teaching strategies that encourage the development of social skills, the index of peer acceptance and emotional-social literacy of parents are interconnected and networked multi-school curriculum guidelines that have predictive value. The school curriculum in the development of social skills of pupils is interwoven with school, family and peer influences that tend to co-operation and partnership, well-being and involvement at all levels of life and work of the school, its environment, teaching and lifelong learning.

Keywords: school curriculum, social skills, peer acceptance of teaching strategies, parents, pupils, teachers.