



TEACHER USED COMPONENTS OF SOCIAL COMPETENCE AND STRATEGIES FOR STUDENTS

PROF. NARESH P. SAWANT

Ashoka International Centre for Educational studies & Research, Nashik

Abstract

Decisions about how to support the development teacher's social competence must be made on the basis of knowledge of important competencies to be developed, as well as effective strategies to support those competencies. Teacher is a successful social member of human society there are many things one should know and be able to do. Simple things such as greeting someone in an appropriate way may be taken for granted by adults, but teacher who is new to this society need to understand and acquire those social competencies. In early childhood, social competence has been defined as "the ability of young children to successfully and appropriately select and carry out their interpersonal goals", and socially competent young children have been described as "those who engage in satisfying interactions and activities with adults and peers". Thus, social competence is indexed by effectiveness and appropriateness in human interaction and relationships.

Keywords- Self-regulation, Interpersonal knowledge and skills, Positive self-identity, Cultural competence, Adopting social values, Planning and decision-making skills

Importance of social competence

Whereas parents are the primary source of social and emotional support for children during the first years of life, in later years peers begin to play a significant complementary and unique role in promoting child social-emotional development. Increasingly with age, peers rather than parents become preferred companions, providing important sources of entertainment and support. In the context of peer interactions, young children engage in

fantasy play that allows them to assume different roles, learn to take another person's perspective, and develop an understanding of the social rules and conventions of their culture. In addition, relationships with peers typically involve more give-and-take than relationships with adults, and thus provide an opportunity for the development of social competencies such as cooperation and negotiation. During adolescence, peer relations become particularly important for children. A key developmental task of adolescence is the formation of an identity a sense of the kind of person you are and the kind of person you want to be. Adolescents "try on" different social roles as they interact with peers, and peers serve as a social "stepping stone" as adolescents move away from their emotional dependence upon their parents and toward autonomous functioning as an adult. In many ways, then, childhood peer relations serve as "training grounds" for future interpersonal relations, providing children with opportunities to learn about reciprocity and intimacy. These skills are associated with effective interpersonal relations in adult life, including relations with co-workers and with romantic partners.

Teacher help to students for development of social competencies may be threatened. Rejection or victimization by peers may become a source of significant stress to children, contributing to feelings of loneliness and low self-esteem. In addition, peer rejection can escalate in a negative developmental spiral. That is, when children with poor social skills become rejected, they are often excluded from positive interactions with peers—interactions that are critical for the learning of social skills. Rejected children typically have fewer options in terms of play partners and friends than do accepted children. Observations of rejected children have revealed that they spend more time playing alone and interacting in smaller groups than their more popular peers. In addition, the companions of rejected children tend to be younger or more unpopular than the companions of accepted children. Exclusion from a normal peer group can deprive rejected children of opportunities to develop adaptive social behaviors. Hence, the social competence deficits of rejected children may increase over time, along with feelings of social anxiety and inadequacy.

Self-regulation

Self-regulation includes the abilities to control impulses, delay gratification, resist temptation and peer pressure, reflect on one's feelings, and monitor one. Much of self-regulation involves the management of emotion. Emotional regulation is "the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions... to accomplish one's goals". In a recent study, preschoolers' emotional competence, including self-regulation, was found to contribute significantly to their long-term social competence. Much of this ability to regulate emotions develops from interaction with primary caregivers,

from the child's inborn temperament, and from the match between care giving and temperament. However, as children enter the peer setting of early childhood programs, they continue to learn how to deal with various emotions such as frustration, joy, fear, anxiety, and anger. Part of a teacher's role in strengthening social competence is to help children constructively channel and manage their feelings and impulses.

Interpersonal knowledge and skills

Social competence also includes understanding others' needs and feelings, articulating one's own ideas and needs, solving problems, cooperating and negotiating, expressing emotion, "reading" social situations accurately, adjusting behavior to meet the demands of different social situations, and initiating and maintaining friendships. Acquiring social knowledge and mastering social skills are difficult and comprehensive tasks for young children; once children have learned new social knowledge and skills, they need to know when to use them, where to use them, and how to choose from among them. Development and refinement of these skills is facilitated by the guidance of an informed teacher who knows when and how to offer support and teaching. Early childhood teachers can utilize a multitude of strategies and practices to enhance children's social knowledge and skills.

Positive self-identity

Positive self-identity, an intrapersonal category of social competence, includes sense of competence, personal power, sense of self-worth, and sense of purpose. Children who feel good about themselves in these capacities are more likely to have positive interpersonal relationships, and anticipate success in their encounters with other people. In turn, as a result of their social acceptance and success, it is likely that their positive sense of self-worth and competence is enhanced. The child with low self-esteem, on the other hand, can become trapped in a cycle of feelings of failure and rejection. How a child feels about herself is tied in important ways to other aspects of social competence. Early childhood teachers play an important role in facilitating the growth of a child's positive self-identity.

Cultural competence

Developing cultural competence includes acquiring knowledge of, respect for, and the ability to interact effectively and comfortably with people of varying ethnic or racial backgrounds. It also includes recognizing and questioning unfair treatment of others, and acting for social justice. Individual cultures "prescribe what may be shared and how much, in what ways individuals may touch each other, what may and may not be said". Lack of cultural awareness may lead to significant misunderstanding and even fear in young children. If children are appropriately encouraged to examine their feelings and attitudes, remain open to

new information, and have opportunities to become familiar with a variety of people, they can build a foundation for cultural competence.

Adopting social values

This component of social competence is described as encompassing caring, equity, honesty, social justice, responsibility, healthy lifestyles and sexual attitudes, and flexibility. Social values are likely to vary by culture. Some more or less basic values may exist from culture to culture, yet these may be valued to different degrees and in different proportions across cultures. Social values may be defined and exemplified in varying ways from one culture to another. One social value often mentioned in the early childhood literature is the value of community. Building a sense of and appreciation for classroom community requires that children have an emerging awareness that they are part of a larger group, and that being considerate of others' needs and cooperative in interaction with others can benefit the group, themselves, and individual others. There are many strategies that teachers have used successfully to promote a sense of group cohesion.

Planning and decision-making skills

The ability to act in a purposeful way, by making choices, developing plans, solving problems, and carrying out positive actions to achieve social goals has been described as another important component of social competence. Learning to make real and meaningful choices is generally considered an important goal of early education. As children engage in free play, for example, they gain important practice in making choices about where to play, what to play, how to play, and with whom to play. They develop plans (more or less consciously) for how to enter an attractive play activity already in progress, or how to create an airport in the block center. Teachers can help to scaffold young children's budding ability to be thoughtful, planful and intentional as they make decisions about social goals and as they act to carry out their plans.

Conclusion-

Social competence has been described as involving the personal knowledge and skills which persons develop in order to deal effectively with lives many choices, challenges, and opportunities. Building from this description, social competence has been conceptualized as consisting of six categories of competence: Adoption of social values, development of a sense of personal identity, acquisition of interpersonal skills, learning how to regulate personal behavior in accord with societal expectations, planning and decision-making, and development of cultural competence.

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