Self-Assessment of the Social Competence of Teacher Education Students

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Abstract
Social competence (SC) is one of the most important competences required for successful performance of the teaching profession. Strengthening students’ social and emotional competences provides aid and support for lifelong learning and social and emotional implementation of the teaching process.

By triangulating the results of a questionnaire, sociometry and interviews with students of teacher study, a significant level of social competence was observed. Students’ sociometric status is not in full accordance with their self-assessment of SC, so more frequent are the allocations of popular students, but one rejected. SC is usually acquired in the family; college is placed in second place, which increases the importance of this issue in terms of intentional education.

Keywords: curriculum of teacher studies, students, social competence, sociometric status

Introduction

When talking about the teaching profession, social competences (SC) are among the basic most important ones for successful performance of this important profession. Therefore, it is important to research that issue at university level, among students being educated for the teaching profession. SC is usually defined as an ability to create and harmonize flexible, customized responses to demands and to create and exploit opportunities in the environment. According to this definition, socially competent individuals are those who can take advantage of incentives