

DEVELOPMENT OF SOCIAL SKILLS AND CAREER COMPETENCES IN CHILD DAY-CARE CENTRES: ATTITUDE OF DAY-CARE CENTRE SPECIALISTS

Dr. Asta Railienė

Department of Social Work,
Faculty of Social Policy, Mykolas Romeris University,
Ateities g. 20, LT-08303 Vilnius,
Telephone +370 5 271 4716
E-mail asta.railiene@mruni.eu

Prof. dr. Vida Gudžinskienė

Department of Social Work,
Faculty of Social Policy, Mykolas Romeris University,
Ateities g. 20, LT-08303 Vilnius,
Telephone +370 5 271 4716
E-mail vida.gudzinskiene@mruni.eu

Submitted on 12 March 2012

Accepted on 27 April 2012

Annotation

The article analyses the role of day-care centres in developing social skills and career competences of socially disadvantaged children, and includes the results of the theoretical analysis of the relationship between social skills and career competences illustrated by the quality survey data revealing the attitude of day centre specialists toward the development of social skills and career competences. According to the research, children frequently come or are referred to a day-care centre due to a complicated situation in the biological family, including the children who have experienced active and/or pas-

sive violence. Due to emotional tension and permanent stressful home situation these children are often reticent and are not equipped with key social skills, namely: good communication and cooperation, compatibility of needs, rights and duties; they are also unable to control stress and lack self-cognition skills etc. Pursuant to the research, child day-care centres perform a compensatory function for the development of social skills and career competences; however, specialists of child day-care centres do not actualise the importance of social skills for a successful career development.

Keywords: *child day-care centre, social skills, career competences*

Introduction

One of the key objectives of the Lithuanian education system is to help the individuals and society to respond to the current major challenges and to facilitate the use of multiple opportunities. In the knowledge-based society every individual should be equipped with the knowledge of how to adapt to market changes and choose a professional career that matches individual and public needs. The elaborated and approved strategic documents—European Council Resolution on Life-Long Guidance (2007), the National Lisbon Strategy Implementation Programme (2005) and Vocational Guidance Strategy and Plan (2003)—stipulate that career design services (including career education services) have been developed so as to contribute to the development of career competences and life-long learning integrated into the training and study programmes. Educational institutions are implementing the programmes for the development of everyday life skills. The aim of these programmes is to help learners find their place in the society, behave positively and manage everyday life needs and problems.

A child day-care centre is an institution or its unit providing day-care, occupation, leisure time organisation and other services to children with a view to settling their relations with social environment. Pursuant to the research data on the situation of child day-care centres in Lithuania, carried out by the Ombudsman for Children's Rights, currently there are 227 child day-care centres in Lithuania: 102 centres have been established by non-governmental organisations, 59 by municipalities, 27 by communities, 24 by parishes; 15 child day-care centres have been established by individuals, agencies or organisations. Development of non-residential day social care services for children and families in child day-care centres is one of the main tasks of the Strategy on Reorganisation of the Child Guardianship (Ward) System and its 2007-2012 Action Plan (Official Gazette, 2007, No 118 – 4817). Child day-care centres play an important preventive role in reducing the numbers of children being placed into foster care (guardianship) and have direct influence on children's socialisation and needs which could be fully met only in a biological family. In developing career competences of children from risk families a special attention is given to day centres' activities.

Career competences is a system of knowledge, skills and attitudes which serve as the basis for the enhancement of self-cognition and career opportunities of an in-

dividual, including career-building and career realisation (in coordination with other spheres of life). Development of career competences is not possible without the involvement of relevant institutions: family, general education schools and non-formal education institutions. In developing career competences of children from risk families a special attention is given to day-care centres' activities. However, the majority of children, who start attending child day-care centres, lack social skills as well as career competences and it is very important to identify the career competences and social skills that are most frequently developed in day-care centres and to clarify what insights about links between development of social skills and competences are offered by specialist working in day-care centres.

The object of the research: attitude of specialists working in child day-care centres towards development of social skills and career competences.

The goal of the research: to reveal attitude of specialists working in child day-care centres towards development of social skills and career competences in child day-care centres.

The method of the research: analysis of scientific literature, semi-structured interview with specialists of child day-care centres.

1. Definition of social skills and career competences

Scientists (Gailienė, D., Bulotaitė, L., Sturlienė, N., 1996) define social skills as an ability to adapt and adequately behave, as an experience of social communication and as a complex of personal qualities facilitating communication with other people. In defining social skills it is important to note that this is a form of social behaviour or sequence of verbal and non-verbal behaviour aimed at improving inter-relationship and relationship (Girdzijauskienė, S., Šimelionienė, A., 1996; *Social Skills Development Handbook*, 2009). An individual with well-developed social skills is able to adapt to a changing social environment, lead a healthy lifestyle, communicate creatively and effectively manage conflicts, and pursue (through cooperation) common public goals.

Next to the concept *social skills* researchers often use the concept of *social competence*. Most often the concepts of *social skills* and *social competence* are used as synonyms. Some experts acknowledge that these are separate concepts but related constructs. In a broad sense *social competence* is defined as the ability to fulfil public life requirements. These are social, emotional and cognitive skills/capacities which are critical in order to cope with the responsibilities arising at certain stages of life, including the effectiveness of social behaviour, ability to solve emerging problems and adapt to changing environmental conditions (Ogbu, 1981; Elliot, Gresham (1987); Kenneth W. Merrell, (1998), Duck, 1998; Goleman, 1995). According to Argyle (1996), Lekavičienė (2000), Samašonok and Žukauskienė (2004), social skills is a simple though automatic ability to adapt and adequately behave. These skills are one component of social competence facilitating the development of effective inter-personal relations.

When analysing social competence of children, the social skills like problem-solving decision-making, empathy, stress management etc. are addressed (Barason, 1981; Bulotaitė, 1996 and others; Rimkienė, Kardelis, 2004; Rimkienė, 2007). Gambrell (1995) highlights behaviour patterns characteristic of socially competent person: ability to refuse unwanted requests, respond to criticism, express objection, not to interrupt the speaker, apologise, make friends and keep in contact with people, ask for help, give compliments, express feelings, understand other people's emotional states (Lekavičienė, 2000). McFall conceptualises *social skills* as specific behaviour needed to perform a task, whereas *social competence* represents an evaluation or general concept based on judgements about whether or not a task has been performed in a competent way. These evaluative judgements are often based upon the opinion of others (e.g. parents, teachers of the same social/age group) or comparisons to some explicit criteria or normative group (McFall, 1982, pg. 9).

Thus, social skills are a manifestation of social competence, i.e. social skills help to act effectively in certain situations. Children grow according to the surrounding world's laws and are interacting with other people. This helps to develop their social skills and increase social competence.

Career education is a systematic and purposeful process which helps the school students to choose professional career and gain career-building skills. These are joint and systematic efforts of educational institutions, parents and community to relate education and work and to help the individuals to gain and apply relevant attitudes, knowledge and skills leading toward a meaningful and productive work-career (Kučinskienė, 2003, 2005; Pukelis, 2003; Garnienė, 2006). In a broader sense career education could be defined as a process directed toward gaining and developing of career competences. This article is based on the aforesaid concept. Career competences are multiple skills and personal characteristics necessary for an individual in the current career environment, i.e. the skills which could be successfully applied in practical activity (Stanišauskienė, 2005; Sokolova, Stanišauskienė, 2007). Career competences is a system of knowledge, capacities and attitudes serving as the basis for self-cognition and career opportunities awareness, career-building, and implementation of career-decisions by coordinating these decisions with other spheres. General career competences enable an individual to plan, critically analyse and evaluate own career, whereas special career competences (personal, social, learning) enable an individual to act and improve in a specific field of professional activity. An individual should be treated as an active participant of the guidance process rather than a passive beneficiary, i.e. career education services are aimed at helping people to build own professional career. Proper and optimal career choices have huge impact on successful socialisation of an individual. The choice of career path could be treated as a dual interaction between active personality and ever-changing environment. A relationship between an individual and changing environment begins when s/he starts distinguishing between specific actions/operations, understands their significance and tries to accomplish these actions. These occasional contacts gradually become more intense and acquire more constant characteristics of hobbies or inclinations determining further career paths (Laužackas,

2005; Kučinskienė, 2003). Although career choice is one of life's most important decisions, according to the research (Ramanauskaitė and others, 2004; Juraitė and others, 2003; Pukelis, Garnienė, 2003; Ramanauskaitė and others, 2004; Kalinauskaitė and others, 2005; Indrašienė and others, 2006; Garnienė, 2006) quite often final-year school students have no idea about their future career, lack knowledge on specific professions/professional activities, and the main criteria in choosing a profession is reputation of a vocational training institution and/or profession in the society. For school students it is difficult to make career-related decisions due to chaotic and spontaneous nature of career education, career information and career counselling services at school. Usually children come or are referred to a day-care centre due to a complicated situation in the biological family, including the children who have experienced active and/or passive violence. Due to emotional tension and permanent stressful home situation these children are often reticent and are not equipped with key social skills. Child day-care centres perform compensatory function of the development of social skills and career competences.

Development of social skills is impossible without acquisition and expression of general career competences. Social skills are perceived as key factors facilitating the development of a mature personality, integration of an individual into society and successful career of an individual. Social skills enable a person to upgrade career competences and ensure successful transition of an individual from an education institution to the labour market system, including positive socialisation.

2. Results of the research on the attitude of specialists of child day-care centres toward the development of social skills and career competences

The research sample consisted of 12 social workers and social educators working in different child day-care centres in Vilnius city. The method of criterion-based sampling was applied. Respondents have been selected according to the following criteria: location (specialists work in day-centres located in Vilnius city); education (higher education, professional qualification of social worker or social educator) and job record (at least three years of job experience in the child day-care centre). Time for the interview was personally appointed having discussed it with each participant of the interview, in the beginning of the interview its goal was presented to each interviewee and it was explained to them that objectivity, activity and sincerity were expected from them. Permission to record the interview was received from each participant and confidentiality of the data was ensured.

During the interview open questions were related to the explicit nature of work of child day-care centre specialists in developing social skills and competences of socially disadvantaged children. The following aspects have been addressed: identification of social skills and career competences whereof development attracts the most considerable attention in day-care centres and reasons for that; clarification of insights about

links between development of social skills and career competences offered by specialists working in day-care centres.

The analysis of interview results was based on the method of content analysis: 1) identification of main aspects reflected by phrases and words; identification of categories based on key words; 2) identification of notional elements: segmentation of content of categories by specifying their elements; 3) grouping of notional elements into sub-categories; 4) interpretation of the content data.

After the content analysis 4 content categories have been identified. They consisted of 15 sub-categories revealing the attitude of specialists of child day-care centres toward the development of social skills and career competences in the centres (Table 1).

Table 1. Results of the interview with specialists of the child day-care centres: categories and sub-categories (n=12)

Category	Sub-category	Number of substantiated statements
Lack of social skills	Lack of communication skills	n=7
	Lack of cooperation skills	n=5
	Lack of skills for reconciling the needs, rights and duties	n=6
Social skills whereof Development attracts attention	Learning to express/manage feelings and emotions.	n=5
	Enhancement of communication and cooperation skills.	n=4
	Skills for assessing and recognising own and other people's needs.	n=3
	Development of problem-solving and decision-making skills.	n=5
	Ability to evaluate the impact and significance of choice/decision on oneself and on other people	n=6
	Creativity and critical thinking skills	n=6
	Understanding own needs, rights and duties	n=4
Career competences whereof development attracts attention	Ability of self-cognition and self-evaluation	n=6
	Ability to plan and organise own activity	n=5
	Ability to make and realise relevant decisions.	n=4
Relationship between development of social skills and career competences	Social skills are the basis of everyday professional career.	n=2
	Social skills help children to understand their inclinations/ interests	n=3
	Development of social skills and career competences enables a child to identify his/her future plans regarding vocational preference	n=3
	No links are observed	n=6

During the research specialists of the child day-care centre noted that children who start attending child day-care centres most of all lack social skills related to communication. According to respondents, *“the majority of children who start attending day centre have no communication skills... as soon as another person starts speaking they interfere and start expressing their thoughts...”*. *“If the interlocutor wants to finish the sentence, s/he just starts shouting”*; *“at the beginning it is very difficult to work, all actions need verbal control; later they understand what I want to say from my eyes and follow the eyes.”*

According to the specialists of child day-care centres, children also lack cooperation skills, such as: ability to work in a group, *“to see”* another child working in a group, and to resolve conflicts peacefully (*“it is especially difficult to work in groups or organise joint activities...sometimes they start scuffling in order to get something (e.g. nicer marker); there are lots of markers around, but children don’t ask for them, they simply grab the one they see in another child’s hands”*). *“Children who come to the centre are uncommunicative, for them it is difficult to find the right words, but they are very active physically... (smiles), if there is something they don’t like, they solve the problem using violence”*). The respondents also highlighted that for some children it is especially difficult to work in teams (groups), since they are not inclined to submit: *“not all the children are like that, some of them are very silent, they practically don’t speak and are not aggressive... but the aggressive ones snatch away things from the silent ones who are unable to resist even verbally...”*

Results of the research revealed that majority of children who start attending day-care centres are not able to understand that other people also have their needs and rights, are not able to communicate with other children and lack a sense of responsibility. (*“as we said, some children want their needs and rights to be fulfilled, whereas other children listen carefully to a social worker and do everything s/he says”*; *“I want to note that most probably the majority of families don’t speak with children about their duties”*; *“Oh, they do lack a sense of responsibility; some children don’t want to accomplish even minor tasks; certainly, there are some hard-working children, but many of them are from disadvantaged families or have been offended by parents”*).

The objective of the interview was to find out which social skills are given a high priority within child day-care centres. According to respondents, specialists first of all teach children to express/control their feelings/emotions (*“we spend quite a lot of time in teaching the children how to express feelings,” “...we teach children to recognise feelings... the majority of children feel guilty for experiencing certain feelings,” “sometimes it is even difficult to speak with children about feelings, most probably they were not allowed to express what they feel in the family and they never recognised those feelings”*).

The specialists of the child day-care centres also emphasised that they give a lot of attention to the improvement of communication and cooperation skills (*“we teach children how to introduce themselves, how to start and finish conversation,” “for children it is more difficult to finish a conversation... they seem to know how to say a few words about themselves and how to begin a conversation, but it takes quite a lot of time*

for them to politely finish the conversation...they keep speaking for a while, and then go away,” “we assign group tasks, watch their behaviour and provide advice when they encounter problems”).

According to the respondents, child day-care centres have been consistently implementing the Life Skills Development Programme (“We work under the Life Skills Development Programme. It includes multiple exercises facilitating identification of own and other people’s needs,” “the more activities we pursue, the more we explain that other family members, peers and teachers also have their needs, the more children understand the nature and compatibility of needs, rights and duties and learn to seek compromise, negotiate and listen to what other people say”). Respondents noted that the above programme helps children not only to identify and recognise own and other people’s needs but also to acquire problem-solving and decision-making skills which are given a high priority in the child day-care centres (“we constantly give children the tasks related to solving actual problems, and try to clarify the reasons of problems,” “we search for possible problem-solving methods and evaluate the chosen method together with children,” “afterwards they identify the problem themselves and then we again elaborate a plan...”).

During the research specialists of child day-care centres highlighted the importance of the ability to evaluate the impact and significance of choice/decision on oneself and on other people, but noted that more time is needed for the enforcement of the above skills in daily children’s activity and that it is quite difficult to realise these skills in practice (*children who come to the centre are often very egoistic; when they suggest their ways of problem-solving or while working in the group they seek own benefit and don’t care about other children; even when they think about other children, they don’t care about them,* “for instance, when they have to do homework, one of their suggestions is to copy (even when they have to write a simple essay)... when I try to explain that this is a bad idea, that homework will be identical to other child’s homework and that s/he will get low mark.”

According to respondents, children are willing to execute various creative tasks and take part in various creative activities. Specialists develop not only creativity but also critical thinking in children. They learn to evaluate positive and negative results (“they are pleased to perform various creative tasks;” “sometimes they want to copy a given example and when they fail to do that, become hysteric... this is understandable since children come from psychologically vulnerable families and find difficult to control their emotions... we spend hours in trying to explain that this is a learning process and that it is necessary to be able to evaluate both, positive and negative results;” “there is nothing better than to see children who take the initiative and do good jobs: make presents to friends, children’s homes, i.e. to see children doing something good for others...”).

One of the goals of the interview was to reveal the opinion of the respondents about development of career competences in day-care centres. The analysis of the research results showed that the specialists develop the following carer competences: child’s self-cognition and self-evaluation (“self-cognition, identification of own wishes

and likes;” “abilities to self-evaluate, evaluate circumstances, desires, possibilities and skills”); ability to plan and organise own activity (“we teach children to daily plan their activities <...>”; “employing various activities children gain skills of activity planning, which are of use later planning their own career;” “children are involved in the process of organising all the events in the day-care centre and in this way we teach them to plan and implement their plans and ideas”).

A big number of the participants of the interview pointed out such career competences as abilities to make decisions and to implement them (“it is important for a child to be able to make decisions autonomously;” “we teach them to make decisions self-dependently regarding daily activities: learning, leisure...”; “considerable attention is devoted to decision-making<...>, they will have to choose where to study further”).

During the interview an attempt was made to identify day-care centre specialists’ insights about links between development of social skills and career competences. The interviewees pointed out that social skills serve as basis for daily activity (“it is impossible to live without social skills in today’s world,” “everything changes so fast that communication, collaboration and problem solutions is foundation for daily activity and career”). A number of the interviewees pointed out that social skills enable children to better learn their own likes and interests (“social skills, such as self-cognition, communication, facilitate child’s awareness of own likes and interests in one or another sphere;” “children learn to analyse and identify what they like and what they do not like, they start considering future choices;” “social skills help a child to reveal own abilities”). Specialists working in day-care centre emphasised that development of social skills and carer competences enables children to identify their future vocational preferences (“development of both social skills and career competences facilitates adequate self-evaluation, evaluation of circumstances, wishes, possibilities and skills, which will be of use <...> choosing profession;” “after all, social skills and career competences are necessary properly choosing profession;” “successful career is impossible not only without career competences but also without foundations <...>social skills.”)

It is necessary to point out that half of the specialists from day-care centres, who participated in the interview, did not emphasise influence of social skills on success of individual’s career. The interviewees provided unexpected answers to the question about links between social skills and career competences: “we really do not carry out any career education,” “we are glad that children start to communicate normally and get along with others <...> and it has nothing to do with career,” “children become more responsible, they are able to control their emotions and to express their own feeling without causing any harm to others <...> become more emphatic and it’s enough but we do not develop children’s career competences.”

Thus, specialists of child day-care centres work “here and now”: they underline the development of social skills, but deliberately do not relate this process to the development of career education and do not emphasise the importance of social skills development for a successful career of an individual.

CONCLUSIONS

Child day-care centres perform a compensatory function of (self-)development of social skills and career competences. Specialists of the child day-care centres give a special attention to the development of the following social skills: ability to express/control feelings and emotions; communication and collaboration, identification and recognition of own needs and those of others; problem-solving and decision-making; ability to evaluate the impact and significance of choice/decision on oneself and on other people; creativity and critical thinking, and recognition of own needs, rights, duties and responsibility.

The child day-care centre is one of the institutions that are in charge of development of career competences among children particularly among those from social risk families. Specialists in child day-care centre devote particular attention to development of such career competences as abilities of self-cognition and evaluation, ability to plan and organise own activity as well as ability to make and realise relevant decisions

Social skills are closely related to career competences and serve as the basis for the development of career competences. Specialists of child day-care centres work “here and now“, i.e. they actualise the development of social skills, but deliberately do not relate this to career education, i.e. do not underline the importance of the development of social skills for a successful career development.

REFERENCES

- Argyle, M. (1996). *The Social Psychology of Leisure*. New York: Penguin Books.
- Barason, J. (1981). *The Japanese challenge to US*. Lexington books.
- Duck, S. W. (1998). *Human Relationships*, 3rd edition. Newbury Park, CA: Sage
- Gailienė D., Bulotaitė L., Strulienė N. (1996). *Aš myliu kiekvieną vaiką. Apie vaikų psichologinio atsparumo ugdymą*. Vilnius: Valstybinis leidybos centras
- Gambrill, E. (1995). “Behavioural Social Work: Past, Present, and Future.” *Research on Social Work Practice*, 5, 460-484.
- Garnienė D. (2006). *Model of Career Education at General Education School: Parameters and Realisation Principles* (Bendrojo lavinimo mokyklos ugdymo karjerai modelis: parametrai ir realizavimo principai: summary of doctoral dissertation). Kaunas: Vytauto Didžiojo universiteto leidykla, 2006.
- Girdzijauskienė S., Šimelionienė A. (1996). *Socialinių įgūdžių lavinimas pradžios mokykloje*, Žvirblių takas, No. 4, p. 2 -27.
- Goleman, D. (1995) *Emotional intelligence*. New York [etc.]: Bantam books.
- Elliot S. M. Gresham, F. M. (1987) “Children Social Skills: Assessment and Classification Practices.” *Journal of Counselling and Development* 66, 96-99
- Indrašienė, V.; Rimkevičienė V.; Gaigalienė M.; Railienė A.; Grinytė L. (2006). “Mokinių profesinis informavimas, konsultavimas ir orientavimas mokykloje: final report,” Vilnius, 2006 [accessed 5 November 2011]. <http://www.smm.lt/svietimo_bukle/docs/tyrimai/prof_inf_paskut_paskutiniausias.pdf>
- uraitė, K.; Laužakas, R.; Pukelis, K. (2003). “Moksleivių mobilumas: tolesnio mokymosi ketinimai ir jų ugdymo gairės.” *Profesinis rengimas: tyrimai ir realijos*, 2003, No. 7, p. 62-71.
- Kalinauskaitė, R., Adaškevičienė V.; Tarnauskas K.; Žvirdauskas D. (2005). “Pasirinktų studijų ir mokykloje pasirinkto ugdymo turinio dermė: final research report.” Kaunas, 2005. 72 p. [accessed 5 January 2012]. <

- www.smm.lt/svietimo_bukle/docs/tyrimai/Ugdymo_turinio_dermes_atask_doc>.
- Kenneth W. Merrell, (1998) *Helping Students Overcome Depression and Anxiety* (2001) Guilford Publications.
- Kučinskienė R. (2003). *Ugdymo karjerai metodologija*. Klaipėda: Klaipėdos universiteto leidykla.
- Laužackas, R. (2005). *Profesinio rengimo terminų aiškinamasis žodynas*. Kaunas: Vytauto Didžiojo universiteto leidykla, 2005.
- Lekavičienė R. (2000). "Socialinės kompetencijos vertinimo metodologijos modifikavimas." Summary of doctoral thesis. Social sciences, Psychology (06S). Kaunas: VDU.
- Lietuvos Respublikos švietimo įstatymo pakeitimo įstatymas, 2011. *Official Gazette*, No. 38-1804 of 31 March 2011.
- McFall, R (1982). "A Review and Reformulation of the Concepts of Social Skills." *Behavioural Assessment*, 4, 1-33.
- Nacionalinė Lisabonos strategijos įgyvendinimo programa [approved by the Resolution of the Government of the Republic of Lithuania No. 1270 of 22 November 2005]. In: *Official Gazette*, No. 139-5019 of 26 November 2005.
- Ogbu, J.U. (1981). "Origins of Human Competence: a Cultural Ecological Perspective." *Child Development*. 52, 413-429.
- Profesinio orientavimo strategija [approved by the Law of the Ministers of Education and Science and Social Security and Labour of 19 November 2003/ A1-180. *Official Gazette*, No. 56-1955 of 17 April 2004.
- Pukelis K., Garnienė D. "Moksleivių ugdymas karjerai: padėties analizė ir perspektyvos bendrojo lavinimo mokykloje." *Profesinis rengimas: tyrimai ir realijos*, 2003, No. 7, p. 24-35.
- Pukelis, K. (2003). "Karjeros projektavimo gebėjimai žinių visuomenėje: nauji iššūkiai profesiniam konsultavimui ir karjeros planavimui." *Profesinis rengimas: tyrimai ir aktualijos*, 2003, nr. 6, p. 66-75.
- Ramanauskaitė A., Laužackas R., Targamadžė V., Indrašienė V., Statauskienė L., Bukantaitė D. 2004. "14-19 metų paauglių, linkusių į praktinę veiklą, mokymosi krypties pasirinkimo galimybės: final report." [accessed 20 December 2011]. <www.smm.lt/svietimo_bukle/docs/Ataskaita_baig.doc>.
- Vyšniauskytė-Rimkienė, J., Kardelis, K. (2004). "The Efficiency of Social Skills Training for Pupils. Education." *Physical culture. Sports*. 3 (53), p. 83—88.
- Vyšniauskytė-Rimkienė, J. (2007). "Moksleivių socialinės kompetencijos ugdymo galimybės. Possibilities of social competence training in school children." *Pedagogika: research papers*, 86, 99—105.
- Samašonok, K.; Žukauskienė, R. "Globos namų auklėtinių ir vaikų, gyvenančių su abiem tėvais, mokyklinės adaptacijos ir kompetencijos ypatumai." *Socialinis darbas*. 2004. No. 3 (2), p. 119—129.
- Socialinių įgūdžių ugdymo vadovas: pradinųjų klasių mokinių įgūdžiams ugdyti*. (2009). 2nd revised edition. 161, [1] p.
- Sokolova, A.; Stanišauskienė, V. (2007) "Profesinio orientavimo sistemos Lietuvoje teorinės ir politinės prielaidos." *Profesinis rengimas: tyrimai ir realijos* 2007, No. 13, p. 226-241.
- Stanišauskienė, V. (2005). *The Model of Career Competence and its Expression in the Contemporary Labour World. Learning and Development for Innovation, Networking and Cohesion*. p. 89 – 105.
- Vaiko globos (rūpybos) sistemos reorganizavimo strategijos įgyvendinimo priemonių 2007–2012 metų planas (*Official Gazette*, No.: 118 – 48172007-11-17,) [accessed 20 December 2011]. <<http://tar.tic.lt/Default.aspx?id=2&item=results&aktoid=77699D BB-E372-4AE5-A861326C323C738B>>.
- Visą gyvenimą trunkančio profesinio orientavimo politikos ir sistemų tobulinimas: Europos rekomendacinės priemonės. Liuksemburgas: Europos Bendrijų oficialiųjų leidinių biuras, 2005; Švietimo mainų paramos fondas, 2007.

SOCIALINIŲ ĮGŪDŽIŲ IR KARJEROS KOMPETENCIJŲ UGDYMAS VAIKŲ DIENOS CENTRE: VAIKŲ DIENOS CENTRŲ DARBUOTOJŲ POŽIŪRIS

Dr. Asta Railienė

Mykolo Romerio universitetas, Lietuva

Prof. dr. Vida Gudžinskienė

Mykolo Romerio universitetas, Lietuva

Santrauka

Straipsnyje analizuojamas vaikų dienos centrų darbuotojų požiūris į socialinių įgūdžių ir karjeros kompetencijų ugdymą vaikų dienos centruose, pateikiami teorinės socialinių įgūdžių ir karjeros kompetencijų ugdymo analizės rezultatai, jie iliustruojami kokybinio tyrimo duomenimis. Tyrimu nustatyta, kad vaikų dienos centras atlieka kompensacinę socialinių įgūdžių ir karjeros kompetencijų ugdymo(si) funkciją, todėl vaikų dienos centrų specialistai didžiausią dėmesį skiria tokių socialinių įgūdžių, kaip gebėjimas reikšti jausmus, emocijas, valdyti jausmus; bendravimo ir bendradarbiavimo, savo ir kitų poreikių nustatymo ir pripažinimo gebėjimai; problemų sprendimo ir sprendimo priėmimo gebėjimai; pasirinkimo įtakos sau ir kitam vertinimo gebėjimai; kūrybiškumo ir kritinio mąstymo, savo poreikių, teisių, pareigų ir atsakomybės suvokimo gebėjimai, ugdymui. Vaikų dienos centrai yra viena iš institucijų, atsakingų už vaikų, ypač iš socialinės rizikos šeimų, karjeros kompetencijų ugdymą. Vaikų dienos centrų specialistai ypatingą dėmesį skiria tokių karjeros kompetencijų ugdymui, kaip savęs pažinimo ir vertinimo gebėjimai, gebėjimas planuoti ir organizuoti savo veiklą ir gebėjimai priimti ir realizuoti sprendimus. Socialiniai įgūdžiai glaudžiai susiję su karjeros kompetencijomis, jie yra karjeros kompetencijų ugdymo(si) pagrindas, tačiau tyrimu nustatyta, kad vaikų dienos centrų specialistai linkę dirbti „čia ir dabar“, t. y. aktualizuojamas socialinių įgūdžių ugdymas, bet jis sąmoningai nesiejamas su ugdymu karjerai, t. y. neaktualizuojama socialinių įgūdžių ugdymo svarba karjeros sėkmei.

Reikšminiai žodžiai: vaikų dienos centras, socialiniai įgūdžiai, karjeros kompetencijos.