

Social Competence of Teachers and Students

The Case Study of Belgium and Lithuania

Genutė Gedvilienė

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Scientific study

Vytautas Magnus University, 2012
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I am thankful to my family for the assistance in every possible way, because only with the approval of my husband Romuald, my sons Tadas and Paulius, I was able to go to the long-term traineeship, (Belgium, Charleroi) where I could accomplish an international study, which results I'm analysing in this study. In preparing the questionnaire, I have analysed various EU documents, dealing with the issue of social competence, have studied many scientific resources on social competence. I have come to the conclusion that cooperation and communication is crucial to human existence. They seems to be very simple things, but this result a person seeks throughout all his life being in his own family and society and in career development. Technologies are only tools that can facilitate the development of social competence as well as the development of the relationship "through people to people." Participating in conferences, seminars, discussion forums have given me an idea to develop a comparative study between similar institutions in Belgium and Lithuania. I have managed to implement this decision.

The instrument design and completion of the study would not have been successful if I had not met a number of wonderful people who I would like to express a special thanks. I want to thank Director Madame Françoise Delvaux (l'Ecole Industrielle de Monceau-Marcinelle, Charleroi, Belgium) in particular and to the expert Veronique Bequet, who agreed to allow to conduct the institution-led survey. She was interested in my research, waiting for the results, in order to find out how teachers and students think about the relationships dominating in both institutions as well as about the culture of communication and cooperation. And what indeed is the social competence of the institution? This interest have encouraged me to take up the research work. The questionnaire has been conducted in three languages (Lithuanian, English and French), so I want to say a sincere thanks to Virginija Mikšytė and Paulius Gedvilas for the translation of the questionnaires into French. I am grateful to French teachers madam Veronique and Karina (Belgium) for French language corrections.

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I am thankful to all Belgian and Lithuanian lecturers and students for their participation in the survey and sincere expression of their views.

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The author
Genutė Gedvilienė

Reviewers



Ecole Industrielle de Marcinelle – Monceau

On scientific study „**Social Competence of Teachers and Students. The Case of Lithuania and Belgium**“ by Prof. Genutė Gedvilienė,
Vytautas Magnus University, Kaunas, Lithuania

Grundtvig projects are indisputably European added-value experience both for the hosting school and the assistant! How enriching it is to share new views and expertise new practices! It is a big adventure but how constructive!

The Industrial School of Marcinelle-Monceau is a local community school for adult education in the suburbs of Charleroi. Students must be more than 18. “Family training” is the school project. The school offers its students personal blooming and quality training courses meeting the demands of the job market. It provides courses in the field of General Secondary Education, secretarial work, hairdressing, cooking and children care. A guidance service is available for each student. Its role is to prepare adults to lead a successful professional, social and cultural life.

As soon as Mrs Genute Gedviliene arrived in Belgium, she integrated very well in our school; she impressed us with her professionalism, motivation and empathy. She spent eight months with us and we knew at once that we were going to spend very interesting and unforgettable moments together!

She took part in as many school events as she could: citizenship week, Teaching Day, individual and collective counselling, staff meetings... She had the opportunity to attend most courses but was especially interested in working methods, “society”: integrated approach of history, geography and actuality and scientific development, English and guidance courses proposing activities, managing groups...

After a few months, she drafted a questionnaire about the acquisition and process of “social competences”, carried it out in our school and a Lithuanian one, compared and analysed the results. Both teachers and students got involved in the study and were asked to answer a list of questions.

How surprising for us to learn that democracy plays a big role in social abilities! Learning and wellbeing are linked; so social competences are necessary to make people progress in life, improve their work-related and intercultural skills! These competences are to be renewed constantly because society is changing constantly! Moreover it seems that our school project benefits the students. The study showed the importance of the pedagogical follow up, the self-confidence gaining, the possibility for the students to express themselves, develop their communication and cooperation skills through debates and group working... all these means set up in accordance with andragogy!

As a conclusion, it is clearly demonstrated that the school can benefit from the expertise of Mrs Gedviliene in terms of personal and professional development. We thank her and wish her the best for the future!

Véronique Béquet
Pedagogical expert
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On scientific study „**Social Competence of Teachers and Students.
The Case of Lithuania and Belgium**“ by Prof. Genutė Gedvilienė,
Vytautas Magnus University, Kaunas, Lithuania

The study (2012) is an exhaustive research work on social competence. The study is composed of two parts: theoretical and empirical. The methodological basis of the work covers three modern theories (*humanistic, cognitive and social constructivism*) which are very much valued by most educationalists in Lithuania and the world.

In the theoretical part the author analyses the social competence in the light of Key Competences worked out by the European Commission. The author presents theoretical model of the competence with its constituent elements which she researches by making comparisons between Lithuanian and Belgian survey participants' experience. The concept of social competence is understood as communication (reciprocity) and cooperation (activity). In our global and constantly changing world social competence is in need as never before. This competence is valued by employers in the working place, at school, university or social life. It is a life long skill and the author is doing her best to prove it. Communication and cooperation skills are fundamental in present-day working environment. As the researcher puts it, social competence *“In a broad sense is the ability to acquire the right profession, activity in the labour market, purposefully develop their careers and feel happy”* (p. 20).

Teachers' social skills have a great impact on students' development as individuals, as well on teaching/learning process, methods used in the classroom and learning environment in general. In her work the author emphasises mutual tolerance and intercultural skills which seem to be fundamental in a modern society as very important aspects of human communication and coexistence. The author also proves the necessity of social skills in self-evaluation process for both key players: students and teachers. Moreover, the researcher considers social competence to be important for professional development of teachers as well as development of peer-relationship with other teachers.

The empirical part presents a wide picture of research findings with exhaustive analytical comments. The research sample is rather numerous – 300 participants

from Lithuania and Belgium, age ranging from 18 to 59 with a domination of female participants.

The research was conducted on a comparative basis between two countries (Belgium and Lithuanian).

The author's research focuses on social competence in learning process, methods used to develop social competence and interrelation between modern technologies and social competence. Analysis of teachers' social competence grounds the importance of it for the whole learning process. The researcher comes to a conclusion that social competence should constantly be renewed (p. 96). Along with that, the research findings indicate necessity of communication skills for long term activities and for out of classroom assignments. Good communication skills are inevitable when using modern technologies (*Skype, Facebook, etc.*). The author also highlights the importance of social skills in a virtual learning environment referring to the specific aspects of this kind of learning, e. g. broader communication, knowledge and ideas sharing. The conclusion that overall learning environment in Belgium is more democratic and better developed and therefore, students and teachers feel safer is based on the researched data. The conducted research has revealed that Belgian students and teachers demonstrate bigger trust in each other and this claim encourages rethinking the educational issues of learning environment, applied teaching methods and human attitude towards ongoing processes in Lithuanian educational institutions in more depth. This understanding opens new insights into mentality of our society, human communication and interrelation aspects and what is more, emotional perception of being and living in the democratic society.

Arguably, the obtained results are relevant to the whole educational system, human relationship and teachers and students' self-development. In conclusion, it must be admitted that the study has revealed many relevant findings, that condition learning process in general and understanding students' emotional perception of relationship with teachers and peers.

Assoc. prof. dr. Vilhelmina Vaičiūnienė
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Vilnius

Review of scientific study „**Social Competence of Teachers and Students. The Case of Lithuania and Belgium**“ prepared by Prof. Genutė Gedvilienė, Vytautas Magnus University, Kaunas (Lithuania).

Reviewed study deals with an important and relevant topic of social competence development amongst teachers and students. As it is outlined by the author, social competence development creates important preconditions for coherent, effective and sustained social, economical and cultural development of society in the conditions of globalisation, whereas the processes of globalisation, intensifying migration and cultural exchanges considerably increase the demands of social competences and their development. Social competence development increasingly becomes one of the major objectives in the agenda of modern education systems and institutions. This is also important international issue demanding to search for the relevant solutions on how to enhance, support and coordinate the contents and forms of social competence development in different countries. In this light the comparative studies on the social competence development also become increasingly important.

Reviewed comparative study presents by itself original and interesting scientific work distinguished by the following qualities:

1. Solid theoretical background based on comprehensive research and comparison of different concepts of social competence and approaches of classification. This background reveals the structure and contents of social competence, as well as indicates the preconditions and requirements for its development.
2. Original methodological approach and design of research, permitting to explore several important issues: the state of social competence usage and development in the community of school and in the communication between students and teachers; the existing approaches and applied didactic measures for the development of social competence in the process of education; application of the technologies of media and communication in the development of social competences.
3. Comparative empirical study providing interesting data about the similarities and differences of the social competence of teachers and students in Belgium and Lithuania.

There can also be distinguished the following issues for the improvement of the study and further research in this field:

1. The comparative survey of teachers and students social competence and its development in Belgium and Lithuania would benefit from more attempts to hypothesise the reasons of the detected similarities and differences. At the same time, it would be very interesting to know, where and how the results of comparative study could be practically used in the fields of pedagogy, development of school communities etc.
2. Looking to the perspective of the future research in this field there can be suggested to execute comparative qualitative research in order to disclose and explain the in-depth reasons and features of the differences of social competences of teachers and students in Lithuania or Belgium. This research could also be the basis for the possible applied research and development projects in the framework of the EU Lifelong Learning Support Programme.

In concluding there can be stated, that the presented study is an original scientific work, that could be interesting not only for the researchers of education, but also for the policy makers, teachers and managers of educational institutions.

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About the Author

Genutė Gedvilienė is a professor working at the Faculty of Social Sciences, Department of Education at Vytautas Magnus University. She is a member of Lithuanian Social Sciences Forum, a member of Lithuanian Association of Adult Education and the member of the Board since 2010, a member of such organizations as the EDEN Association and Liedem Association.

The author explores the development of generic competencies, problems of learning in groups, teaching and learning paradigm, learning and self assessment of various institutional levels, the development of interactive technologies; social and cognitive skills, social competence, teachers' training needs researches, analyses the idea of lifelong learning (LLL). The results of the research have been summarized in various scientific publications. The author has prepared about 90 scientific publications, two monographs with co-authors and one academic study, two higher school textbooks for students, a number of methodological tools and educational books for students, adults and teachers-practitioners. She has also prepared about 40 reports for national and international conferences.

The researcher participates in various expert activities at national and international level: estimates the international projects SOCRATES and ERASMUS applications, vocational training standards organizes practical

training in vocational schools, participates in external assessment of colleges, in assessment of scientific publications, in preparation of learning outcomes assessment methodology in general education schools. She reviews books, educational books and methodical tools. The author took part in about 60 qualification development courses and seminars in Lithuania and other European countries. She has been a supervisor of 4 defended doctoral dissertations and at present is a supervisor of 3 doctoral students who are writing their doctoral theses, an official consultant and defence board member of 17 doctoral dissertations.

Genutė Gedvilienė is continuously developing her qualification in educational and project visits: “French, Holland and Belgian educational system”(2004), Hveragerdi (Iceland) International Grundtvig training courses “The dynamics and Social Skills of the groups” (2004), Larnaca (Cyprus), “Learning at a later age” (2009). Moreover, she took part in study visits: Torun (Poland, 2008), Gotland (Visby University, 2010), Latvia University (2005), Barcelona (Spain, 2004), Salford (Great Britain, 2003), Norkoping (Sweden, 2005), Budapest (Hungary, 2001), Olomouc (Czech Republic, 2004), Krakow (Poland, 2003) universities.

In 2010–2011 she participated in internship in Belgium (Charleroi).

The author participated in the international Socrates (Grundtvig, Erasmus), ETF, PHARE, TEMPUS IRL Lithuanian Ministry of Education project activities.

Her teaching subject courses. The first level: Learning theories and strategies (distance), Adult education systems, Group learning methodology (distance), Education (distance), Learning theories and strategies (blended mode). Second level: The organization of education systems, Non-formal adult education, the Family Education (blended mode).

Foreword

Social competence includes interpersonal and intercultural skills in a broad sense. These competencies are important as a constructive communication in different environments, having tolerance to different approaches, understanding others, trust in yourself and others. Cooperation based on interpersonal and social participation in different societies and groups is of key importance to full expression of social competence. Much more attention should be paid to this competence as increasing outbreaks of intolerance towards other people have been observed in Europe, populist slogans by extreme political forces ever more visible in political life. In the absence of active, critical and independent-minded citizens or democratic system of governance can bring anti-democratic forces to power and create conditions for ochlocracy – short-sighted policy of the crowd. Globalization creates rich variety of networks and interconnected world. People need to master the changing technologies and understand the large amount of available information. In this context, social competence necessary for citizens who seek their own ends is increasingly getting more complex, requiring more knowledge and skills, not only mastery of narrowly defined skills. Obviously, the main challenge that Europe may face is not information technology or entrepreneurship, but social competence. Undoubtedly this can be achieved through learning. In discussions about the quality of learning and teaching, learning environment and learning context are discussed as inherent guarantee of learning quality. The learning environment is understood as a complex concept, embracing learning process, the teacher's personality, applied learning methods, techniques, tools, group learning interactions. In other words, learning is understood as a social phenomenon, where knowledge creation is understood as sharing collaboration, interaction processes. Purposeful and engaging learning can take place in any institution (family, school, university, etc.), group or community. The changes in life lead to changes in educational ideas; pursuit of new, more effective learning theories about teaching and learning and innovative teaching / learning methods.

In 2010–2011 the author took part in Grundtvig Assistantships placement in Belgium (Charleroi) and conducted an international comparative study of social competence of students and faculty between the Belgian and

Lithuanian educational institutions. The conducted research led to see the available similarities and differences of social competence between the two countries. While constructing the design of the study, the researcher was thinking about the structure of the work. It is difficult to separate social competence from other competences because each competence is linked to the characteristics of social competence. Similarly, it was not easy to prepare the instrument for the empirical part of the study. Many years of scientific expertise and long discussions with other researchers nurtured in me a model that visually illustrates the logic of social competence (*Annex 1, 2*).

The study consists of two parts: theoretical and empirical and five sections with several subsections. *The theoretical part* gives an overview of manifestation of social competence. The first, theoretical part is composed of three sections. The first section describes the definition of social competence, the concept of usage, how and why social competence is relevant in teaching activities. The second section characterizes the role of learning environment for teachers and students' social competence. The third section presents communication and cooperation as fundamental interrelation phenomena of social competence and skills in the learning process are also analyzed in section three. The fourth section of the empirical part presents the research methodology, which developed the basic theoretical concepts used and developed in the empirical process. The fifth section presents the results of the study on a comparative basis of two countries (Belgium and Lithuanian) in a consistent sequence. It shows a variety of communication, dominating relationship and cooperation as the activity development between teachers and students in both countries. In one of the subsections teachers and students use of media technologies is presented. The next section, which presents the student and teacher classroom interactions, reveals the exhaustive results. Teachers and students' views on a variety of methods, their use and advantages in the countries are presented in one of the subdivisions. Teachers and students' opinion from the surveyed countries about the benefits of the methods in the learning process are presented in the sixth section. The results about the percent of the active learning methods used for learning in classroom are presented in the seventh subsection. The eighth subsection is dedicated to teachers' views from both countries about social skills that need to be improved.

The author of the study
Gedvilienė Genutė

Introduction

Social human being was and is important in all existential epochs. In his life full of diversity, a human is directly linked to other humans from an early age till the end of life. Although every person is innately different, has different characteristics and personality, intellectual ability, emotional expressions of faith, efforts, all people have the need for social competence.

Human interaction with each other requires a comprehensive self-actualization, full-sociality. People seek to develop communicative interaction as I and You with each other (Mill J. S., 1995). According to V. J. Černius (2007), one of the fundamental principles, which nurture social competence, is the ability to learn with others and learn from each other. This principle focuses on interoperability and shared activities. Interaction between people can be random and deep. Random can last a long time, but it can quickly break. Random communication may develop into a stable relationship. For deep communication it is not important daily contacts, but this type of social interaction is relevant to foster and promote. Thus, human active participation, the ability to express the wishes and aspirations by activities is vitally important for the social life expression.

Social competence is our guarantee of survival in this world. Its existence helps us to communicate with other people, to improve and grow, acquire new knowledge, seek for career and life satisfaction.

Constructivist learning environment is important to successful development of social competence. Supporters of constructivism H. Gardner (1991, 1995, 1996), E. Jansen (1999), M. Teresevičienė, D. Oldroyd, G. Gedvilienė (2004) and others argue that learning is the searching for meaning. Students create their knowledge using their past experience, integrating new information into already existing knowledge. Supporters of this theory argue that knowledge construction takes place in a social context. Knowledge and learning activities must be submitted in the context of an authentic social interaction and cooperation. This model allows student-oriented activities, to apply problem tasks. A constructivist learning environment is most favorable to students' social skills training and is recommended as an enabling and promoting the development of social competence. Learning involves

students thinking and feelings. Circulation of knowledge and skills is running at individual and group levels, so once you have learned to act together, you get more power to solve emerging problems.

Social competence is composed of personal characteristics, interpersonal relations with others and the ability to adapt to the social environment. It can be defined as the ability to communicate and cooperate with each other in the community. Interpersonal relations according to living survival conditions are divided into formal and informal. Formal relations are shaped by the community, whereas informal relationships arise spontaneously. Sometimes, informal relationships appear alongside with the formal and affect not only them but also the environment. The environment where real life takes place plays an important role in the development of social competence. Psycho-social processes that take place in teachers, students and all members of the community are very important. Teachers and students, who feel psychologically safer, express their ideas, views and share experiences more freely and more frequently.

Such an environment affects community members' feelings and encourages or inhibits their participation and cooperation in joint activities (From E., 1990). Security is very important; it influences the expression of personal self-realization, freedom and unrestrained ideas. When the environment is not safe and fear determines behavioral motives, community members (teachers, students and others) lose opportunities, dissociate and shrink into themselves. Social environment affects the feelings of teachers, students and all the community and encourages or inhibits their participation in common activities of the institution. In order to create a safe and friendly environment it is recommended: to be aware of each other's names and address each other by using them, not criticize the persons or disrupt their initiative, avoid sarcasm, strict generalizations in situations where disagreements are likely to occur.

Credibility of the problem

In today's life, the formation of a new twenty-first century society structure, which is changing people's personal, professional and social conditions of existence, more and more frequent are demands from the public and there is a trend of social competence development. First of all, thinking about the

teachers, who often run initiatives, internal motivation, knowledge, sometimes in interaction with students in strengthening the social competence phenomena such as communication and cooperation. It is never too late to improve communication and cooperation culture. The study based on the principle of comparative analysis of social competence development in the institutions of two countries (Belgium and Lithuania) attempts to discuss the research results on social competence, viewed from a European experience.

In order to reveal social competence, a model which illustrates the parts of social competence such as communication (reciprocity) and cooperation (activity) is presented. That's why teacher-teacher, teacher-student, student-student, student-teacher have been chosen as research subjects who reflect the characteristics of reciprocity and activity in the process of learning. The instrument of the research is a questionnaire. The research participants were 49 Lithuanian teachers, 142 students and 23 Belgian teachers and 86 students.

The object of the research – Belgian and Lithuanian teachers and students' social competence.

The aim of the empirical research is to reveal the Belgian and Lithuanian students and teachers' social competence using a comparative approach and highlighting the subjects' communication and cooperation in learning process.

The objectives of the research:

1. Define the concept of social competence.
2. Disclose the environmental influence on social competence.
3. Highlight communication and collaboration as the foundation of social competence.
4. Validate the methodology of social competence.
5. Reveal and compare the Belgian and Lithuanian students and teachers' communication and collaboration skills.
6. Using a comparative method to reveal social competence of Belgian and Lithuanian teachers and students in using media technologies.
7. Compare the Belgian and Lithuanian students and teachers' classroom interactions using the methods of learning.

The method

Theoretical and empirical research methods were combined for research analysis. For the analysis the following methods were applied:

- *Literature and document analysis* helped to highlight the communication and cooperation as fundamental phenomena of the social competence, their importance to human existence, for his/her active social integration and expression in the information society. Formulated methodological attitude of social competence helped constructing the model of empirical development.
- *Questionnaire survey method* helped to reveal teachers and students' opinion in two countries (Belgium and Lithuania) about the environment, dominating in their institutions, relationship with each other and other communication and collaboration deep phenomena.
- *Statistical methods used in the analysis.* Descriptive methods: frequency tables, means, standard deviations and standard errors of means, bar charts, scale reliability analysis (Likert scales were used, Cronbach alpha internal consistency coefficients were calculated), independent samples t-test to compare means, Pearson, Spearman and Kendall correlation coefficients. Two-way ANOVA was used to explore differences in social competence between both countries (Belgium and Lithuania) and between two groups of participants (teachers and students). Chi-square (χ^2) test was used to examine dependence between two events. Somer's d rank correlation coefficient was used to compare answers to questionnaire items between countries and between teachers and students. Data were processed using Microsoft Excel and IBM SPSS Statistic programs.

The main results of this scientific study are:

- The concept of social competence was defined.
- Communication and collaboration as the foundation of social competence was defined. It turned out that social competence is expressed through action and learning. Therefore, social competence is vital for present day young people, seeking to become independent, capable to be competent citizens. On the other hand, social competence provides students the necessary skills: the ability to cope with challenges; to maintain and develop

friendly relations; to be effective in the learning process, contributing to the community and group activities.

- Based on the methodology of social competence. Conceptually, the interaction is defined as creation and sharing process of meanings, which is understood as process, which has verbal and nonverbal elements.

- A comparative analysis of Belgian and Lithuanian students and teachers' communication and cooperation skills were carried out. The differences between the countries, based on statistical methods were also identified. The results showed that social competence is stronger in Belgian (Charleroi) institution. Teachers and students are more confident and more appreciated each other. The results showed that Belgium has developed a stronger democracy, faith and trust in one another, both teachers and students feel safer.

- Belgian and Lithuanian students and teachers' interactions in their learning environment using media technologies and learning methods were compared.

THEORETICAL PART

1. Section

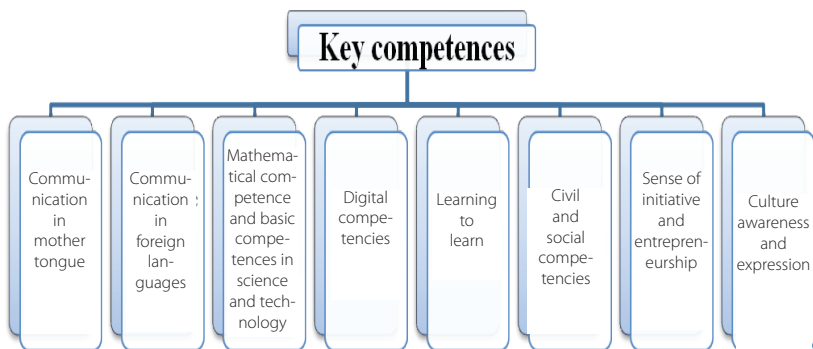
Theoretical Characteristics of Social Competence

The definition of social competence

What do we mean by social competence?

Social competence is the behavior, which in specific social situations leads to either positive or negative interaction of a teacher or student, social environment and society. The term ‘social’ means – relating to human society and its modes of organization. “Competence” is a specific range of skill, knowledge, or ability: a certain action, activity or thing to do. Social competence, R. Laužackas (2004, 2005) attribute to the competences, which are described as “broad jurisdiction competences”. The social and civil skills are “skills helping to live together and usefully participate in social and economic life of the state” (Laužackas et al. p. 52). The concept of social competence defines personal behavior and expresses in a broad sense adaptive and effective functioning of a person in certain social situations. Usually a person’s social competence is an expression of his/her interpersonal relationships and abilities to achieve targeted goals. In other words, social competence is the art of human expression which a person is learning during all his life, i.e. from an early age by his or her very existence and which reveals itself in human maturity, intelligence and awareness (Weinert F. E., 1999).

In order to create a person’s successful life and to participate in the creation of wealth, it is necessary to mobilize a lot of skills. European Commission refers to eight key competences (*1 figure*).



1 figure. Key competences. (Key competences for lifelong learning. Recommendation of the European Parliament and of the Council (2006). The definition and Selection of key Competencies (2005). Executive Summary. OECD).

Communication in mother tongue. It is every citizen's ability to properly and correctly use vocabulary, grammar and spelling. Competent oral communication should be shown in expressing personal views, giving interviews and participation in discussions.

Communication in foreign languages. The duty of every citizen, in spite of the age, is to be proactive in intercultural communication. Ability to communicate in a foreign language expands human capabilities. However, the level of foreign language proficiency depends on what are a person's listening, speaking, reading and writing skills. Foreign languages, one or more, are important to know for many reasons. It is one of the necessities as a member of European Union in cooperation with other nations, in developing business, etc.

Mathematical competence and basic Competences in Science and Technology signifies that every citizen should master mathematical skills such as numbers, measurement units, basic mathematical operations and actions in everyday life.

Digital Competencies. Living in the 21st century, it is getting more difficult for people to be active participants in it. Digital literacy becomes a necessity, because a computer as a tool of information literacy, assists in giving and exchanging of information, communication, development of cooperative networks. New social networks, such as Face book, Skype and others, information society technologies help citizens to communicate with each other, to share information, and finally to spend their leisure time. These skills help individuals to enhance critical and creative thinking, to develop information literacy skills.

Learning to learn. All competencies are interrelated. Learning to learn is a complex process where we learn to analyze learning situations reflectively, trying to identify them. Therefore, in learning to learn, a citizen can identify his/her strong and weak points, by using different learning strategies. This is important for a student's learning motivation, confidence and trust in what he is doing, linked with practice.

Civil and Social Competencies. All human life reveals itself in different social functions. In other words, it starts with a person's birth and develops depending on the surroundings whether successful or not for his/her social integration. Therefore, this ability includes personal, interpersonal

and intercultural skills. Seeking this ability, a person learns to be tolerant, honest, confident, he learns to understand and evaluate his own and others opinions, in a constructive communication and cooperation, creating a democratic, justice-based environment. Only civil skills, such as democracy, citizenship, justice, equality development support public unity, maintain order and stability. In other words, only in democratic society citizens are united by devotion to principles of freedom and equality.

Sense of initiative and entrepreneurship. Through this competence human creativity is displayed (the ability to formulate new ideas, to be resourceful, curious, enterprising for innovations and changes), thrusting (optimistic glimpse into the future, vigorous pursuit of accomplishing these tasks), the desire to be independent (to have one's own opinion, the ability to make decisions on his own, the ability to work independently). Self-confidence affects his success and the ability to achieve goals. In other words, he reveals human devotion to his work, entrepreneurial skills, i.e. ability to successfully organize and manage one's life and business, profitably produce goods or provide services. This competence is necessary for every citizen to be able successfully offer his work in a competitive job market, trying to keep his job place or creating for him a job place setting up a business.

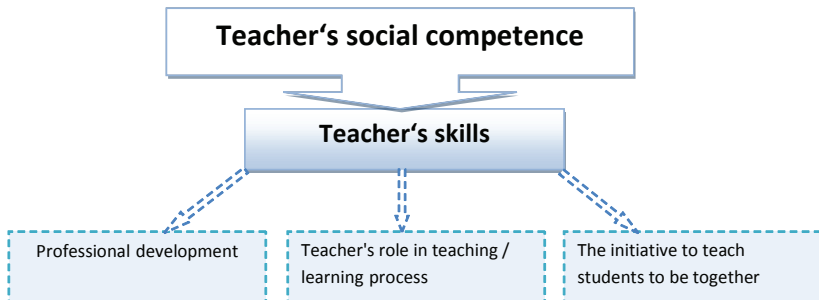
Culture awareness and expression. This competence refers to an individual's cultural knowledge. Culture, expressing human outlook and world-picture, is not just a phenomenon in its own nation. Cultural awareness is important for national and international orientation in culture. In other words, knowledge about other cultural phenomena will give the pre-offer insight and help to successfully communicate, better recognize the differences in national, historical, religious and cultural development. All these competencies are equally important for every citizen, because only they can help to orient to a knowledge society in lifelong learning (LLL) processes. These competencies are directly linked with each other, overlap and complement one another (Mokymosi visą gyvenimą memorandumą, 2001).

Lifelong Learning (LLL) guarantee competencies are considered particularly important in a knowledge society, because they guarantee more flexibility in the labor market, more adaptation to constant change. Self-competence also increases student motivation, attitude to learning and its uniqueness. (Key Competences for lifelong learning. Recommendation of the European Parliament and of the Council, 2006). Every citizen should

continuously improve his skills, knowledge, actively participating in social life and acting successfully in a changing labor market and business world.

Social competence in teacher's activities

Competencies is a common basis for all national and European educational change initiatives, and for all, contributing to the development of education – students, employers, education providers and developers, politicians. General competencies necessity is expressed in their actions (Whiddett S., Hollyforde S., 2003). According to a teacher's professional view, they are closely related and complement each other. Teacher's activities are of very sociable nature, due to the learning process, which is seen as a social phenomenon. The teacher is one of the participants in the process. Social competence fits in general competencies. Thus, the teacher's social competence level for the most part determines the teacher's activities competence and professionalism. Teacher's social competence is important in several aspects:



2 Figure. Teacher social competence

The teacher's development and social competence are interdependent. Organization of creative learning process is inseparable from the ability to communicate with the students. The ability to communicate helps create a positive learning environment where students reveal good characteristics. Social learning theory argues that people learn by observing others behavior, attitudes and the results of that behavior. Human behavior of social learning theory is based on the mutual interaction between cognitive, behavioural and environmental impact.

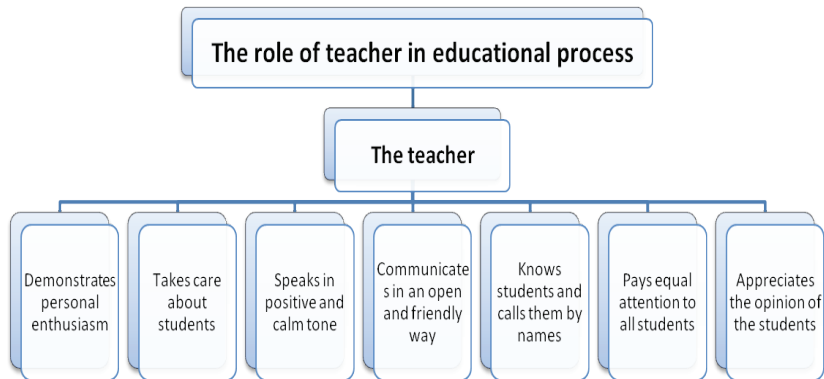
So, the teacher's social competence is important not only for teacher's professional development, it is very important in developing a socially-friendly learning environment which is characterized by a friendly communication, cooperation, and assistance together with the teacher's collegial communicating with the students. Professional development implies a certain expert knowledge acquisition and mastering of skills, constant learning and improving skills. The need to improve working activities is due to several reasons: learning to meet the current needs; learning in order to guarantee the future needs.

Teacher development and qualification improvement is due to both reasons, because a knowledge-based economy creation requires constant updating of the knowledge and skills together with the accepting of modern technologies in educational process in order to acquire new teaching methods, requirements and needs thus changing social relationship and job environment, and finally the students themselves. Students' needs are increased, their technological sophistication is often better than that of the teachers. It is based on the research that the young people quickly and easily adapt to technologies and master them much faster.

One of the educational aspects of cultural development is a collaborative attitude to promoting development of teachers, focusing on continuing education that includes both professional and didactic aspects. Teachers should be encouraged to teach innovatively, use technologies, but this requires certain social skills (Zins J., E. et al., 2004). Most of the innovations in teaching are explored and discussed among colleagues reflectively, looking for new practices and strategies. These teachers' working groups are formed mainly by the interests, teaching subject or social communication needs. Formation of working groups can evoke the need for innovation and development. When the group is small, it is flexible, able to respond quickly to innovations, to assimilate them. It is necessary to introduce a teacher qualification improvement program which incorporates and naturally requires a teacher's social skills empowerment. One of the suggestions that teachers can implement into the professional development of educational laboratory, where teachers could share the best practices, test new educational methods or new teaching materials, where there could be teachers discussions and debates. Such activities promote social interaction and positive corresponding affects teachers' professional development.

If the professional development of teachers is of high quality, it promotes a positive, friendly school atmosphere, teachers' personal skill development, creates opportunities to learn from their colleagues. Professional development leads to a better preparation for professional work in the classroom and the development of professional community.

Another very important teacher's ability of social competence is the role of the teacher in educational process. Teacher in the function role demonstrates to students a high level of communication skills. *3 fig.* Presented teachers functions of the role highlight characteristics about who should be a teacher, what is his relationship with the students, how to interact in communication and how to organize the learning process in cooperation. Learning environment, created by a teacher is a very important learning component. Previous empirical studies have shown that it is based on the mutual relationship between motivation and competence development, although the motivation is not a component of social competence, but an important condition affecting social competence and its expression.



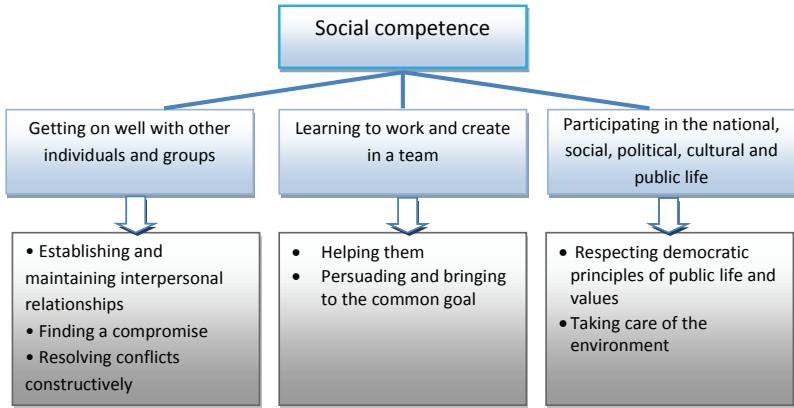
3 figure. Teacher's functions of the role highlight characteristic

The third important social competence of the contemporary teacher is to teach the students to learn together and to manage group activities. A teacher who does not have the experience of learning together, will hardly be able to introduce students' cooperation and teamwork culture. It is possible for a teacher to obtain this only in continuous professional development. The

meaning of students' learning to learn in a team increased due to a changing society. Therefore, methods encouraging students to learn together have several forms. Some of them concentrated on interoperability, personal responsibility, job sharing, debate, dialogue. Other on learning process following a curriculum, with the emphasis on problem solving. To sum it up, the motivation of each individual teacher and active effort, can help successfully develop social competency skills.

Social competence, also known as „mild competencies“ (Zúñiga, 2004) concept developed using such elements as confidence, teamwork orientation, creativity, self-motivation. This author identifies social competence as knowing how to work with people communicating and constructively demonstrating the behavior, oriented to group and interpersonal understanding. K. Levinas (1999) with his field strength theory argues that human behavior depends on the existing situation. Behavior is a change of a certain real life field, the movement in a field, where we face the boundaries, objectives, forces and their systems. Each group has its own life in the field, which is only understood by other members of group fields. The behavior of a member of the group can be understood only by understanding the life of the field.

Social competence is a wide spectrum of skills, such as: conflict situations, public speaking, motivation system effectiveness, ability to listen to another opinion and articulate one's own, constructively deal with naturally arising conflicts, which in holistic learning are developed during various environmental transformations. They developed by raising social objectives to a working group – how to be able to clearly and in detail describe the events of common interest groups, to teach by explaining how the task was done or dealt with some problems, actively participate in discussions and small groups to respond to other participants opinion, together with a group of tasks listening and encouraging each other to find the agreement. In Education Standards (1997) social competence is defined by three steps. You can see *4 figure*.



4 figure. The definitions of social competence in accordance with educational standards (1997)

Social competence can be described as a fully specific set of behaviors and skills which can be made to develop a program or they can be encouraged to develop and effectively use a series of teaching-learning methods and techniques. There is no established standard or fashionable socially competent person or a student’s picture, so the student’s social competence is developed within the context of the overall institution of learning, learning environment and needs.

Effective communication	Problem solving and decision making
Constructive decision making	Effective usage of the basic skills such as beginning of conversation
Understanding of norms and rules for a given environment	Self-control and observation of self-behavior and its impact on others
Managing conflicts	Public speaking
Respect for the other sex, ethnicity	Ability to ask and to use given help
Orientation to the future, i.e. working to meet goal	Responsible behavior, such ability to listen other opinion
Initialization and maintenance of the relationships	Ability to separate positive and negative influence of peers

5 figure. Available components of social competence

Social competence in a narrow sense is what helps people to adapt more easily to communicate with each other and in cooperation activities. In a broad sense – the ability to acquire the right profession, activity in the labor market, purposefully develop careers and feel happy. Therefore, social competence skills are specific to social competitive, continuous learner and developing citizen. All these elements of social competence are developed through lifelong learning (LLL). Some of them are provided in the 5 *figure*.

THEORETICAL PART

2. Section

The Impact of Learning Environment on Students' Social Competence _____

Learning abilities

The Learning process takes place in learning environment. During learning process, are revealed the teacher's and the student's personalities, learning objectives, available resources, teaching strategies, methods, technologies, tools, and the interaction of different groups of participants (Teresevičienė M. et al., 2006).

Learning is closely related to the specific learning context. V. Chang and D. Fisher (2003) points out that students' perception of learning environment is crucial for researchers.

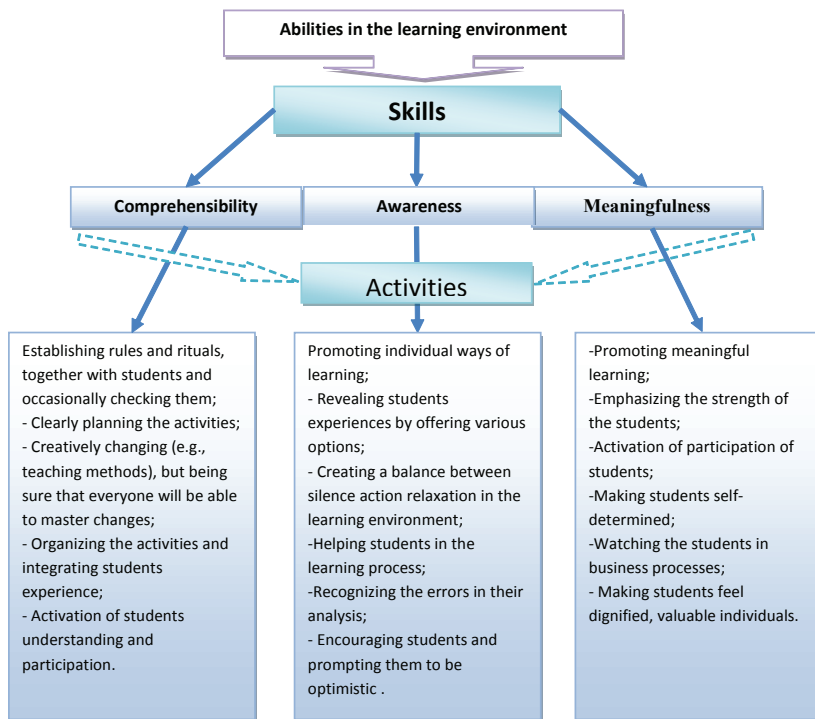
The research of learner's attitudes and experiences in different learning environment deepens the understanding of learning.

The Phenographic investigators, focusing on education and learning experience, perceive education as the learner's ability to exchange, interact, experiencing environmental effects (Marton, F. and AM Fai, 1999).

They argue that the phenomena of learning environment and perception of learning curriculum is extremely important to understand how learning develops. How to strengthen the teacher and the student's awareness, understanding the significance of the interaction between the promotions of the learning environment are illustrated in the 6 figure.

C. Rogers, H. J. Frieberg (1994), N. Grendstad (1996), A. Maslow (1970) do not doubt that the student's self-confidence, self-assessment and other internal social opportunities are fully revealed only in a safe, supportive environment. Safeness provides a freedom and gives access to education, development of social competence. When the environment is not safe, educational behavior is determined by fear, people are not open to all the possibilities, they dissociate, latch, blocking the expression of sociability.

Successful learning requires social environment that promotes social competence in the fundamental phenomena: communication and cooperation. Feeling psychologically safe, students are more free and more frequently express their ideas, views and share experiences. Work environment affects feelings of the students or inhibit their participation in mainstream activities, arouses the desire to learn. It must be recognized that in a safe psychological medium, particularly in adult audience, not all members actively participate in learning.



6 figure. Abilities in the learning environment

V. J. Černius (2006) believes that at the beginning of lessons (lessons or lectures) created cooperative climate helps students make connections, feel group members. For Teachers it could help know their students, see how they treat each other, how they take care of each other, what is interesting. In the Investigations carried out earlier, there have been noticed that unsafe environment can be promoted by either friends' or teachers' behavior. Especially teacher's behavior affects environmental safety. In this respect everything is important – how they react to the students behavior, what mutual relations are determined, how fair, good and reliable teachers are. Of course, the „safe environment“ is a more complex matter; however teachers' and friends' behavior plays a crucial role.

R. I. Arendso (1998), W. Doyleso (1986), R. A. Schmuck, P. A. Schmuck (1988) and other authors' theories emphasize that for learning environment

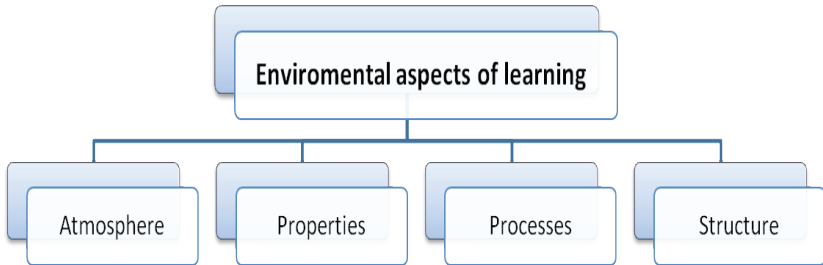
psycho-social processes are significant, that take place in teachers' and students' minds. Based on theoretical analysis, there are four aspects of learning environment: atmosphere, properties, process, and structure (7 figure). One of learning environmental aspects – the atmosphere is characterized by the students with their emotions, interactions and their behavior. Usually in the learning environment there are personalities with individual needs and self-motivation. Such psychological state is known as the learning environment personal plane. In the Learning environment proceeds a certain life, characterized by various features. Doyle (1986) suggests analyzing the learning environment as an ecological system, in which teachers and students interact. The success of interaction determines such social skills: management of conflict situations, unity of motivation system, public speaking.

Eco-system has several key features, because students gather with different capacities, attitudes, interests, which sometimes lead to competition with each other. The teacher must be able to navigate at the same time: to look after students, to refuse to interfere with their work, observe behavior, listen to the debate, and see if everyone understands the tasks. It is difficult to predict events and to predict if success follows in one or another person's work, because life is a dynamic educational environment. The teacher must be ready for anything, because there is some evidence that the learning environment can turn to unpredicted direction of events. The learning environment is a public place, so the behavior is obvious. In the learning environment students spend a considerable amount of their lifetime, so there exist created self-rules, standards of behavior.

To summarize, we can observe that all these properties, while learning intentionally or accidentally, affect the learning environment, the relationship between teachers and students, and their behavior.

The learning environment processes, according to R. A. Schmuck, P. A. Schmuck (1988), assert the fact that students are able to make a positive impact on each other, to excel, to dominate, to feel mutual support, communication dialogue. The positive learning environment sometimes means a process of individual and collective expectations of the students. They affect both learning and teaching atmosphere. There are important interactions, unity, and when students agree with each other, are friendly disposed to one another, there are no outcasts. However, the teacher is responsible for everything, for all his efforts to create positive and comfortable

environment. In the learning environment processes, teacher and student feelings are important and commitment to create the conditions for knowledge discovery and for development of communication and cooperation.



7 figure. Environmental aspects of learning

Investigating ongoing processes in the learning environment, it can be concluded that for the emergence of social competence the most effect do the teacher's actions.

According to the same scientists, the structures may be a task, goals, participation and award. In the classroom tasks are planned in order to develop student's cognitive processes, forming the behavior. Task structure also helps to determine how many students are able to engage in learning and how they are doing together. Goals structure helps students to develop the internecine dependence. They can be: cooperation, rivalries and individual. In the author's previous studies there have been shown that social competence is important for development of creativity in technology-enriched environment, these skills necessary should be encouraged to develop and constantly improve.

THEORETICAL PART

3. Section

Communication and Cooperation Skills in Learning Process

Learning process

Communication (*8 figure*) in our lives takes a very important and significant place, because no man can live alone. The society would have not been able to survive and live until now, if people had not been communicate with each other, and only thanks to all members of society was formed the present society. The world which is contemporary modern, based on technology, is characterized by a perfect society, capable to live together with different nations and ethnic groups, individuals and communities, who are constantly in contact and their relationship is close. This relationship requires mutual tolerance and ability to communicate between different groups of people. It is therefore particularly important to foster young, developing intercultural spirit in them, intelligence, based on wisdom.

Man seeks to communicate with others, not only for surviving, but also live, grow and develop as a person. A. Anzenbacher (1992) believes that in order to develop the communication culture, co-operation must be properly explained. This is some way of communication in which two or more persons are able to work together. Cooperation is the ability to work with others. Working together, people have certain goals, they must seek, therefore, the effort must have felt on both sides to achieve those goals. It is necessary to eliminate manifestations of selfishness, in order to achieve common goals, selfishness is the obstacle of common goals.

The process of learning. Collaboration is included in the learning process, thereby creating an environment that allows each student to feel good and be taken. It should be noted that the overwhelming cooperation of individual student performance or activity, in contrast, enhances personal self-esteem, motivation for learning to participate in the learning process. L. Vygotskis (1986, 1999) states that cooperation is not only intended to facilitate learning but also in cooperation it is learned. One can safely say that the cooperation in the learning process is learning to learn strategy. Its core is a single teacher – teacher, student – student activities based on their mutual agreement, relations between them, the overall objectives of achieving a common understanding and approach.

Collaboration oriented to group. J. Dewey's (1969) concept of co-operation is based on the personal attitude, values and orientations. In his view, the internal motivation of a group of pupils to achieve the common goal of cooperation is a basis of cooperation foundation. The essential co-factor is a group of pupils

sharing not only targets, but also ideas, thoughts, opinions, beliefs, common goals. The student voluntarily in cooperating with other groups of students, feels the inner need for loyalty to others, because intolerance or violence to others undermines mutual trust (Piage J., 1994, 1999). Also J. Piaget in his scientific work emphasizes the fact that the group originated sociocognitive conflict can improve group of student understanding. Lawrence describes the learning group collaboration as a form that allows heterogeneous group of low-achieving general education goals, based on interactions that encourage each student group to actively participate in joint activities of the task. Learning in groups is social competence development, which is necessary for learning to solve problems together. The Group's activities are achieved and acquired the important characteristics: one of them – ability to listen to one another to provide assistance, support and reinforce one another, and secondly – the joint activities, sharing of responsibility for a common goal.

The education system, like all social systems, as well as those actions is based on coordination of joint objectives. Of course for personality development is needed cooperation with other groups and individuals or public institutions. In this process, a person is not a passive observer. He is responsible for its sophistication, dynamism and autonomy. In summary, the teaching mission of the learning process, predicated on co-operation is like a director:

- Develop scenarios of cooperation;
- Provide learning objectives, discussion topics;
- Promote the learning objectives;
- Develop an independent self-evaluation and self-self-assessment.

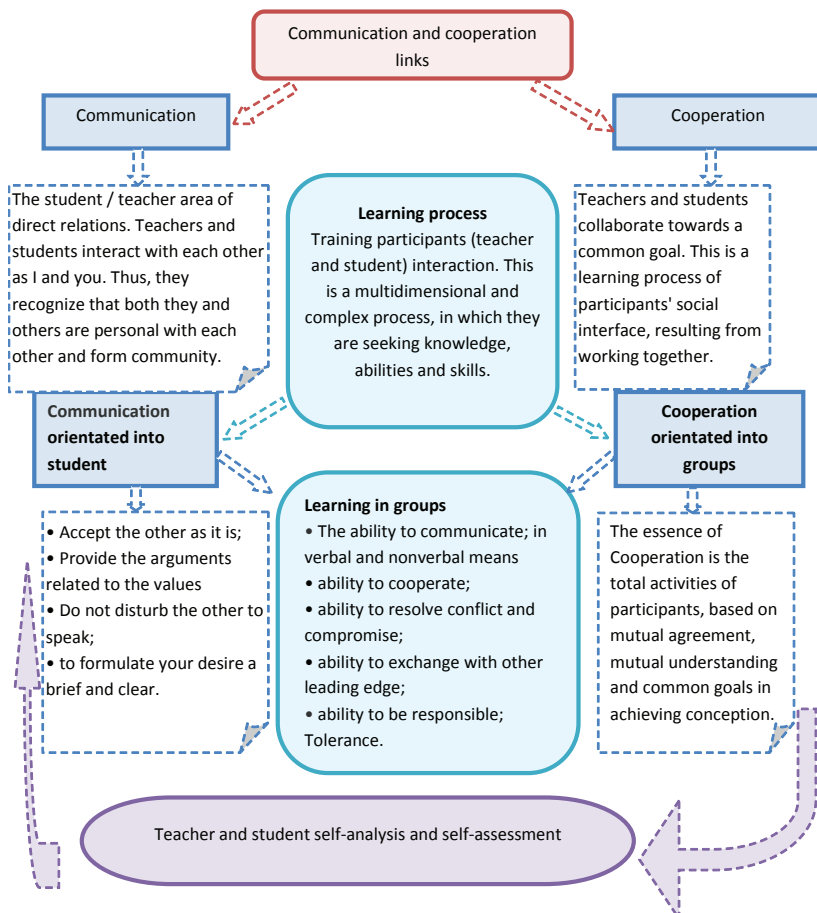
Teacher and student participation in the process of self-assessment / self-evaluation. One of the methods that can develop teachers social competence is self-assessment procedure. This procedure can be applied as a professional and a personal assessment tool that includes strong social competence sides. In such self-assessment teachers can identify areas of improvement priorities, better understand you as a person and a professional teacher. This approach makes a critical look on ourselves and together they can serve as a tool for professional development.

Student self-assessment is important for the whole learning process, their motivation, and follow-up. Student self-assessment should:

- respond to the development and growth characteristics;
- provide information about strengths and weaknesses of the development directions;

- to promote teaching / learning process development and improvement;
- develop adequate skills for oneself and one's assessment;
- be related to the purpose of outlining a sense of achievement and progress.

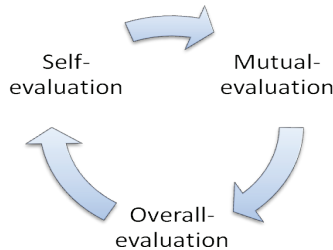
Self-assessment / self-evaluation is used in student activities process. The student through self-evaluation can describe its perceptions, to reflect on strategies, compare approaches. There are three forms of participation in the evaluation process: self-evaluation (narrow sense), the mutual evaluation and overall evaluation (9 figure).



8 figure. The process of communication and cooperation links

The links / relationships between these three forms of self-evaluation ensure that students' participation in the teaching / learning process is dynamically regulated by changing teacher training methods. It is recommended to plan and to implement a mutual evaluation and co-evaluation forms, combining self-evaluation and preparing recommendations for student's change and development. In other words, the student self-evaluation is the beginning of an interactive participation in the teaching / learning process (Weeden P., Winter J., Broadfoot P., 2005).

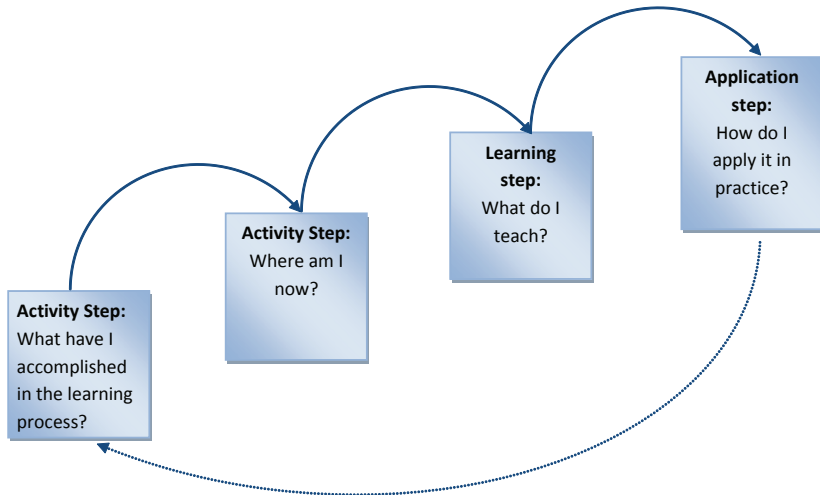
Teachers' self-evaluation. Teachers may think that self-evaluation takes time and gives little benefit. We should believe self-evaluation benefits for the teacher. It helps to know what questions to ask students about their evaluation activities, as well as their attitudes about relationships, support each other.



9 figure. The form of student self-evaluation process

Teachers' self-analysis is characterized by a four-step cycle:

- Looking at oneself, self-understanding and strengthening. These are thoughts, actions, attitudes, values and feelings identification, analysis and rethinking.
- Situations in which teachers work, analysis. Analysis of the situation related to the knowledge of the essential factors, i.e. who caused a number of reactions and responses in certain situations.
- Raising questions and challenges. This is related to the search for meaning, a new approach to certain situations. Raising questions and challenges leads teachers to the deepening of understanding.
- Synthesis with a new understanding and discovery of the meaningfulness of their activities. The newly updated meaningful activity promotes teacher behavior, thoughts, feelings, values, attitudes and development. This cycle can be represented as follows (10 figure).



10 figure. Self-evaluation process cycle

Self-evaluation may lead to new skills, new knowledge. Of course, speaking about teacher social competence is not enough just to talk about his skills, abilities and knowledge. In the concept of competence lie deeper things – a valuable basis of participating, personal characteristics, attitudes and so on. It is therefore important to answer the question, what personal characteristics teachers must have. Or what kind of certain skills should students have preparing to learn a certain subject. A new analysis of learning and reflection about their experience in adapting to existing personal understanding, skills, qualities and attitudes help to translate a learning to a higher quality and/or professional activities.

By participating in the learning process students help to realize each other's needs and express them freely to think and create. Communication and cooperation in cultural development is emphasized in a manifold context. The development of the culture is marked by traditions and innovations, the general origins of cultural interaction, cooperation of the international language of communication in the context of the level of society. Therefore, communication and cooperation skills and their development is a component of social competence. Communicating and acting teachers and students can share experiences with each other, teach each other, to make proposals on how to improve the learning process.

EMPIRICAL PART

4. Section

**Research Methodology
of Social Competence**

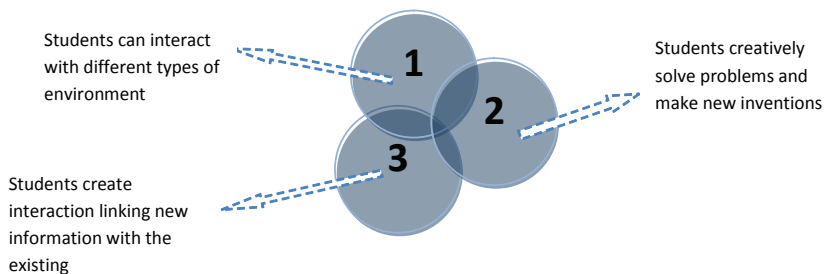
Theoretical attitude

The basis of methodological investigation is considered as: *humanistic, cognitive and social constructivist theory*.

The foundation of Social competence is a humanistic concept. Humanistic concept of education emphasizes the full potential of the human person and the individual decision-making about ones' own personal development. Humanistic ideas are based on relations between teacher and student, trust and interaction and equal opportunities for every individual recognition and evaluation. Teacher seeks to help students understand and know themselves. Therefore, the teacher is the facilitator and supervisor. Supporters of the Humanistic theory emphasize the value of a human person, his recognition, compatibility of the needs, promotes the expression of personality. Every human seeks to live in harmony, and harmony is achieved when a person is open to internal and external world.

The teacher in the learning process for students tries to create an environment in which they can recognize values. Having developed a system of values, students would be stronger, more tolerant to each other and keep the life stronger in their hands, they would seek social harmony and comprehensive competence in all environments.

Cognitive thinking is the concept of going through the learning process where new knowledge is laid on the old, in other words it is developed through understanding. Cognitive theory foundation, significant to social competence, is illustrated in the 11 figure.



11 figure. Cognitive features of the concept

The supporters of the cognitive theory (J. S. Bruner, J. Piaget, L. S. Vygotski) claim that it needs to create an environment suitable for students' educational

and cognitive development. The pioneers of Cognitive theory emphasize the three Fundamental features: first – students can interact with a wide range of environments, secondly – students creatively solve problems and make discoveries, the third – students create interaction linking the new information with the existing.

L. S. Vygotski observed that the cognitive theory emphasizes the human perception of the world, of thinking ability taking over the various information. However, among teachers and students revealed differences in thinking. It is obvious that they are influenced by the person's age, maturity and environment. On the other hand, according J. Piaget a man from birth tries adjusting to more comfortable surroundings, due to continuous exposure to different social inclusion. According J. Bruner (1996), for students cognitive functions are inherent in particular – actions (through performance the environment is perceived), images (information received and recorded by images) and symbols (during thinking speech and logic dominate) – stage, which occurs through social competence (communication and cooperation).

J. Piaget provides common principles, arguing that people develop at different rates; the development process is relatively neat and development takes place consistently. But it all depends on the maturity of the human (biological – physiological changes), activity (participation in environmental activities), social experience (interoperation between teachers and students and social transmission, i.e., learning from each other) and balance (the ability to receive, analyze and synthesize new events).

Constructivist learning theory examines human nature and the conditions that promote learning. The concept of constructivism is derived from J. Piaget, J. Bruner cognitive concepts associated with learning, discovered through students activity. In recent decades, constructivism in education is a priority direction of scientists. Modern learning theory is widely discussed as the students' learning strategy, knowledge and ability to create meanings, construct new knowledge from old and generally to be able to study in Socratic Methodology. Therefore, constructivists argue that learning is the search for meaning. Students create their own knowledge on the basis of past experience, integrating new information into already existing knowledge. Knowledge and learning activities must be submitted in the context of an authentic social interaction and cooperation. Such a model enables to create activities related to the student, to apply problematic task. Constructivist

learning environment is favorable to develop the students' interaction and it is recommended as enabling and promoting the development of social competence.

On the strength of the attitudes of the constructivism, it emphasizes the social relationship between the teacher and the student. Social interaction may lead to knowledge construction and transformation process, when students, learning together, create new concepts and skills. Students develop their own cognitive structures and abilities communicating, ascertaining, discussing and asking for cooperation in the atmosphere. Therefore social competence is important not only for the professional development of teachers, but also the development of peer relationships with other teachers. It is also important for the development of student-friendly learning environment which is characterized by respectful communication, cooperation and assistance to students. Constructivism-based concept provides a background to develop a holistic educational system. Especially when human nature calls for the integral effect in ways to develop more than one direction or manner but overwhelming.

Social Competence in the Process of Learning

Social competence is composed of personal characteristics, interpersonal relations with others and the ability to adapt to the social environment. It can be defined as the ability to communicate and cooperate with each other in the community. Social competence is composed of personal characteristics, interpersonal relations with others and the ability to adapt to the social environment. It can be defined as the ability to communicate and cooperate with each other in the community. Interpersonal relations according to living conditions are divided into formal and informal. Formal relations are shaped by the community, whereas informal relationships arise spontaneously. Sometimes, informal relationships appear alongside with the formal and affect not only them but also the environment. The environment where real life takes place plays an important role in the development of social competence. Psycho-social processes that take place in teachers, students and all members of the community are very important. Teachers and students who feel psychologically safer express their ideas, views and share experiences more freely and more frequently.

Such an environment affects community members' feelings and encourages or inhibits their participation and cooperation in joint activities. Security is very important; it influences the expression of personal self-realization, freedom and unrestrained ideas. When the environment is not safe and fear determines behavioral motives, community members (teachers, students and others) lose opportunities, dissociate and shrink into themselves. Social environment affects the feelings of teachers, students and all the community and encourages or inhibits their participation in common activities of the institution. In order to create a safe and friendly environment it is recommended: to be aware of each other's names, and address each other by using them, not to criticize the persons or disrupt their initiative, avoid sarcasm, strict generalizations in situations where disagreements are likely to occur.

No less important is the ratio of social competence in the training process and organization of this process. Therefore, the teacher in particular is the organizer and creator who shares some of cooperation skills such as empowering student for effective actions and motivation for interactions in order to reach educational purposes. Teacher's one of the most important tasks is to create a positive learning environment which is friendly for learning. The development of social competence should be understood as an integral part of the learning process that helps students learn to successfully interact with each other. Therefore, the development of social competence (communication and cooperation) should be integrated into the curriculum, using the methods of group learning, team work.

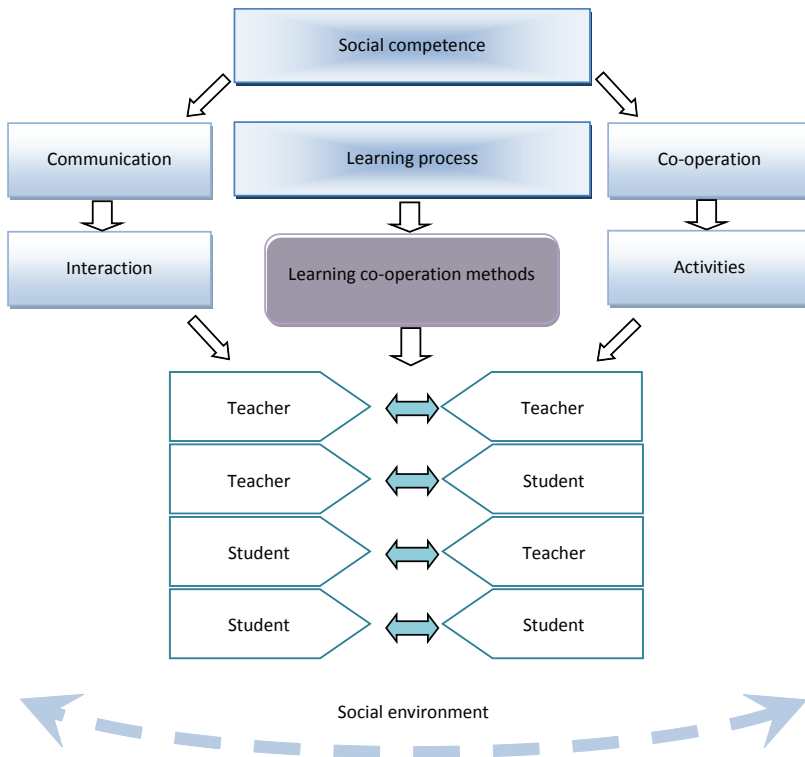
The Institution of learning is understood as a social place where learning is seen as a social phenomenon. Social factors play an important role in the learning process as students interact with each other and with teachers, so a positive result of communication can facilitate learning, interaction, or if not available, may trouble its success. In previous studies it is noted that an appropriate social behavior and social responsibility is directly linked to positive students learning outcomes. In social competence the result should come through such skills as a positive attitude towards others and oneself, values, responsible decision making, and social interaction.

Students experience less disorders and bad behaviour at school, when they feel that teachers take care of them and such learning environment makes them safe. Such learning process makes students and parents as community

partners, characterized by mutual respect, self-esteem, support, and sense of security.

Model of the research

The idea of the model to reveal the social competence was constructed illustrating the components of social competence, such as communication (interaction) and co-operation (activities). Thus, seeking to highlight the community's social competence, the following research subjects have been chosen: teacher – teacher, teacher – student, student – student, and student – teacher, who reflect the interaction and performance in learning process. (12 figure).



12 figure. Model of the research. Social competence in learning institution (interaction between the subjects of teaching / learning process)

The questionnaire

We have used a questionnaire for the students and teachers from Belgium (Charleroi) and Lithuania (Kaunas). This questionnaire has a column usually filled by the teacher, but we added a lot of new questions. The questionnaire consists of 3 parts:

The questions of the 1st part are closely related with the gained social competences: communication and cooperation. These competences are used in two different levels of relations: interrelation between student – student and teacher – student and reciprocity between student – teacher and teacher – student. We have decided to divide these questions according to the offered relations student – student and teacher – student in 2 ways. *The first* communicative dimension with 20 questions by choice: strongly agree, agree, neither agree nor disagree, strongly disagree.

The 2nd part of the questions is related with the dimension of cooperation. In this case, we have given 10 possible answers with the above mentioned variants of the answers. These are the questions about the reciprocity of student – teacher, teacher – student. There are also 20 variants of responses about the communicative skills; and 8 about the cooperation with the same choices. The second group of questions inquired about the methods teachers used in a usual lesson. We have given 11 choices: always, often, sometimes, never, no answer.

Another question is about active teaching methods with the responses: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

The last question is about active teaching methods used by the teacher in the class. We have offered 5 possible answers: always, often, sometimes, never, no answer. The teachers were asked about the skills that should be educated in order to improve communication and cooperation at school. 9 responses were offered.

In the 3rd and the last group of questions, students' personal data were given: age, nationality, sex. And also about the teachers: the level of teaching, work experience, age, nationality and sex (the questionnaire is provided in the appendix).

The questionnaire for the students was filled in different professional groups.

Demographic data

Respondents

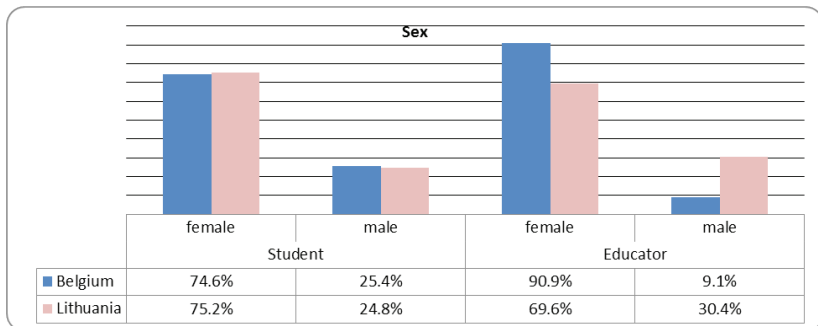
For practical purposes, we have used the questionnaire for students and teachers in 2 different schools – one from Belgium (Charleroi) and one from Lithuania (Kaunas). The total number of respondents is 300. We can see from the first chart that there were more respondents, either teachers or students, from Lithuania. Most of the respondents both teachers and students were of female sex (1 chart).

1 chart

The characteristics of Respondents

Respondent	Teachers		Students		All	
	Female	Male	Female	Male	Teacher	Student
BELGIUM (Charleroi)	21	2	68	18	23	86
LITHUANIA (Kaunas)	35	14	102	40	49	142
All respondents	56	16	168	57	72	238
					300	

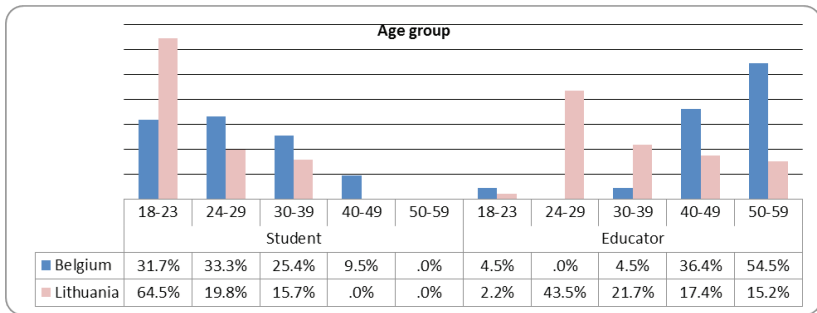
The 2nd chart (*13 figure*) illustrates the respondents in both countries according to sex. Dominates female sex either among the teachers or students. But we have noticed the bigger percentage of high education teachers in Lithuania than in Belgium.



13 figure. Sex (students and teachers)

We have also noticed bigger percentage of students with high education at the age of 18–23 in Lithuania, and in Belgium the percentage is bigger at the age of 24–29 and 30–39. It shows that in Lithuania studies are not effective at the age of 40–49.

We have also noticed the bigger percentage of students with high education at the age of 18–23 in *Lithuania*, and in *Belgium* the percentage is bigger at the age of 24–29 and 30–39. The results of this research show that in *Lithuania* studies are not effective at the age of 40–49.



14 figure. Comparing two countries Belgium and Lithuania

What concerns the age of the teachers, in *Belgium* practically there are no teachers of high education in the group of the age 24–29, while in *Lithuania* this age is the most popular – even 43 %. The statistical difference is clear ($p < 0,000$). In *Belgium*, the most popular age of teachers is 50–59 (54,5 %) while in *Lithuania* there is only 15,2 % of this age. So the result shows that in *Belgium* there are more senior teachers than in *Lithuania*.

EMPIRICAL PART

5. Section

Research the Case of Lithuania and Belgium

The interaction between teacher–student educational institutions

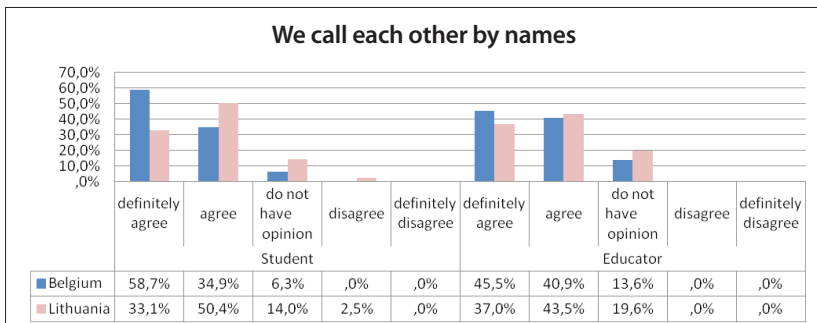
The ability of interaction between students and their contemporaries and teachers, also teachers together could be a successful way of social competence development. Socially competent students and teachers usually have this ability. Having intercommunion, expressing respectful attitude to each other, being empathetic they have steady tradition values in social situations, while respecting each other's emotional states they have the confidence needed for social contact, even vulnerability to a possible rejection. Social relations become an important outcome of social competence when this interaction is understood as a result of friendship between peer groups or teachers. The main question is what it takes for a person to be socially competent and have friends. It is not so easy to interpret social reality properly or to react in emotionally appropriate way, to act adequately, so commonly we are incapable to behave socially successful. Lack of confidence may become an obstacle while participating even though the person has necessary skills. On the other hand, in some cases the success of communication with friends or in peer groups depends on possessed values and needs. Interrelations are essential for the development of social competence. However, successful interaction has to be taught. In addition, why social competence is important? To conclude, social competence is important for all the students and teachers, because it has a considerable influence on the mutual recognition and the development of friendship, which in turn affects the school as an institution's success.

The interaction in activities

A man as a social being and is tied to other people. While being social active there is a natural need to know and understand by building up contacts and developing interrelations. In such a form collaboration is established and relations of communion are developed. There are dominations of formal and informal people gathering. What about proceeding in formal group activities, especially students, who are constantly in a close social relation and united by common interest – learning.

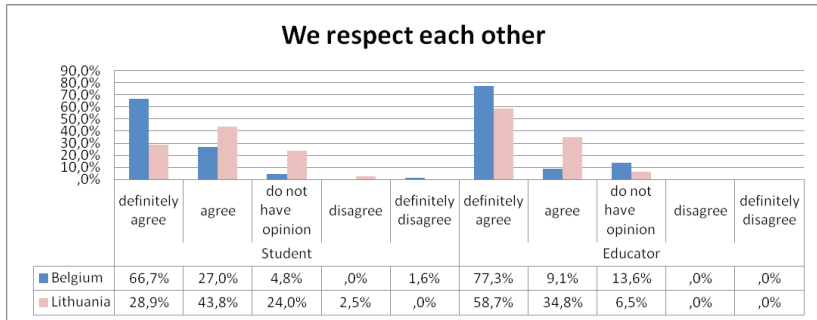
We will discuss the results of the interaction between teachers and students who study in two countries (Belgium, Lithuania). In both of the countries, teachers and students were given a questionnaire that helped to reveal the success of the interaction activity among respondents.

While comparing the average results of the two countries, it is clear that less students in *Lithuania* comparing to *Belgium* (33,1 %) and less teachers (37,0 %) definitely agree, that they call each other by names. More students(50,4 %) and (43,5%) teachers in *Lithuania* than in *Belgium* agree with the fact, that “they call each other by names”. The results show that more *Belgian* students call each other by names (58,7 %) than *Lithuanian* students (50,4 %). Very clear assertion of *definitely agree* is expressed by *Belgium* teachers (p<0,000) and students (p<0,000). This firm difference is validated by obtaining statistically significant reading. Other differences between the results are not so clearly distinguished, though *you can see 15 figure*.



15 figure. We call each other names

The results of the question “*How we respect each other?*” were unevenly divided between the countries. In the *figure 16 Belgium* the results show, that 66,7 % students definitely agree with the proposition that they respect each other. 77,3 % of *Belgium* teachers say that they definitely agree with this statement. 27,0 % *Lithuania* students and 9,1 % teachers agree with the fact, that they “*respect each other*”. Only 4,8 % students and 13,6 % teachers do not have opinion about this assertion. 1,6 % students definitely disagree with the proposition that “we respect each other”. Less students (28,9 %) and teachers (58,7 %) in *Lithuania* than in *Belgium* definitely agree that they respect each other. But more students (43,8 %) and teachers (34,8 %) agree with this fact. In *Lithuania* more students (24,0 %) and more teachers (6,5%) than in *Belgium* have no opinion about respect to each other. 2,5 % students disagree with the fact that “we respect each other”. It is interesting to mention that more *Belgian* students and teachers definitely agree that they respect each other. But in *Lithuania* more students and teachers agree with this fact.

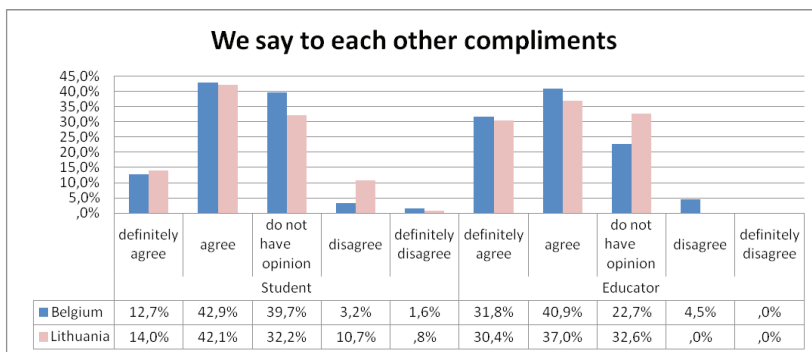


16 figure. We respect each other

The analysis of the question *We say to each other compliments* is differentiated equally. *Belgian* and *Lithuanian* students and teachers understand the ability to communicate while using compliments more or less in the same way.

The research results reveal that only 12,7 % *Belgium* students definitely agree that they say each other compliments, 42,9 % agree and even 39,7 % don't have their opinion about that. 3,2 % students disagree that they say each other compliments. 1,6 % *Belgium* students definitely disagree with the fact that they say compliments to each other. 31,8 % *Belgium* teachers definitely agree and 40,9 % agree with the affirmation that they say compliments to each other. 22,7 % teachers do not have opinion about that and 4,5 % teachers disagree with the idea, that they say compliments to each other.

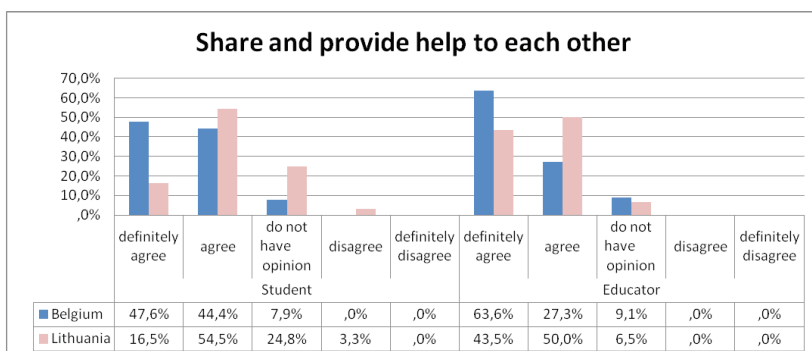
Lithuanian students less (14,0 %) than teachers (30,4 %) definitely agree that they say compliments to each other. The conclusive results between students and teachers inside particular country is of high statistical significance level ($p < 0,01$). The research results reveal that 42,1 % students and 37,0 % teachers agree with it and this result is close to the answers of *Belgium* students and teachers. About 32 % of *Lithuanian* students and teachers have no opinion about that. Even 10,7 % students, more than in *Belgium*, disagree and think that they don't say compliments to each other. The results show that there are enough students and teachers who have no opinion about saying compliments to each other. There are more teachers in *Lithuania* than in *Belgium*, but less students, who have no opinion about this fact (17 figure).



17 figure. We say to each other compliments

The question of interrelation *Share and provide help to each other* results between the countries had various divisions. Belgium students and teachers support the firm proposition “*definitely agree*” Belgium students (47,6 %) and teachers (63,6 %) more than Lithuanian colleagues – 16,5 % and teachers – 43,5 %. The significant difference of the aforesaid proposition between countries statistically equals – $p < 0,000$. The completed analysis between teachers from different countries showed that although numbers in some cases are different there is no significant distinction in statistics – $p > 0,20$.

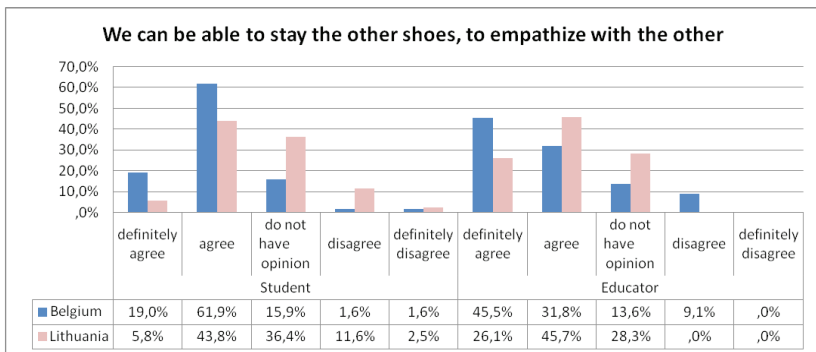
Still the results regarding other propositions are divided differently. However, the following parameter spotlight the firm approval of *Lithuanian* students and teachers of the term “*agree*”. Other results can be found in figure 18.



18 figure. Share and provide help to each other

Question “*We are able to stay in the other shoes, to empathize with the other*” revealed a great variety of opinions in both of the countries and groups of teachers and students.

The results about staying in the other shoes, empathizing with the other are shown in the 19 figure. 45,5 % teachers definitely agree and 31,8 % agree with the statement that they can be able to stay the other shoes, to empathize with the other. 13,6 % do not have opinion about that and 9,1 % disagree with this statement. 19,0 % students definitely agree and 61,9 % students agree, saying that they can be able to stay the other shoes, to empathize with the other. 15,9 % students do not have their opinion about that. 1,6 % students disagree and 1,6 % definitely disagree with the statement, that they can be able to stay in the others shoes, to empathize with the other.



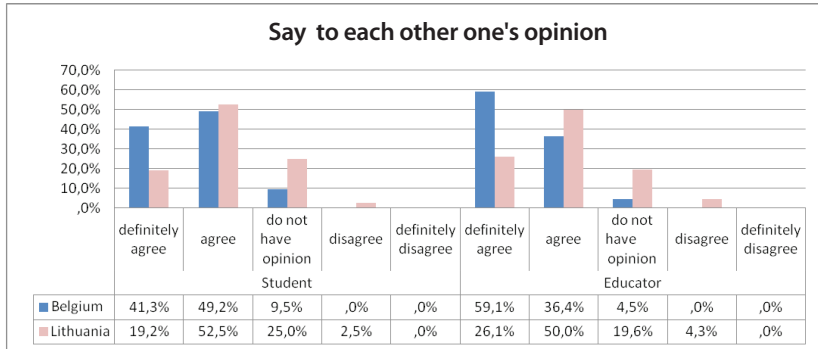
19 figure. We can be able to stay the other shoes, to empathize with the other

45,7 % teachers agree, that they are able to stay in the other shoes, to empathize with the other and 43,8 % students agree with that, too. 26,1 % teachers and 5,8 % students definitely agree about that. About 36 % students and 28 % teachers do not have their opinion. 11,6 % students disagree and 2,5 % students definitely disagree that they are able to stay in the others shoes, to empathize with the other.

Comparing *Belgian* and *Lithuanian* situation it is interesting to mention that more students in *Belgium* than in *Lithuania* agree that they are able to stay in the other shoes, to empathize with the others (19 figure). The statistical level

($p < 0,000$) clearly indicates the difference between *Belgian* and *Lithuanian* students.

The results about saying to each other their opinion we can see in the *figure 20*.



20 figure. Say to each other our opinion

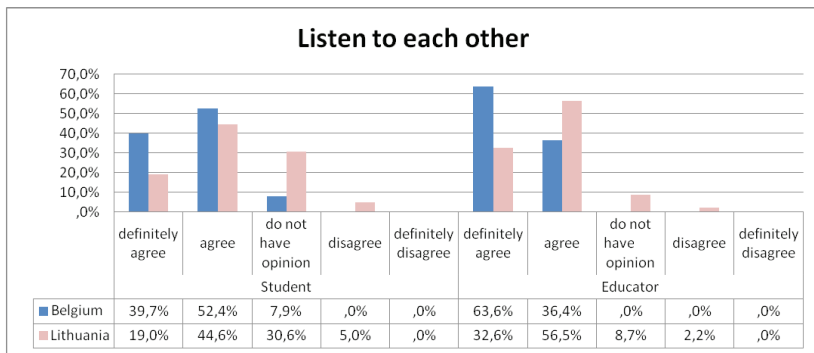
41,3 % students and 59,1 % teachers definitely agree with the fact that they say each other their opinion. More *Belgium* students 49,2 % and less teachers 36,4 % agree with this argument. 9,5 % students and 4,5 % teachers in *Belgium* do not have opinion about this fact.

However, 19,2 % *Lithuanian* students and 26,1 % teachers definitely agree indicating that they say each other their opinion. 52,5 % students and 50,0 % teachers agree with this fact. 25,0 % students and 19,6 % teachers do not have their opinion about saying opinion to each other. 2,5 % students and 4,3 % teachers disagree with the position that they say to each other their opinion. Comparing *Belgian* and *Lithuanian* situation one can see that more *Belgian* students ($p < 0,000$). and teachers ($p < 0,00$). definitely agree that they say each other their opinion. This is confirmed by resulting statistically significant levels.

Belgium 39,7 % students and 63,6 % teachers definitely agree, 52,4 % students and 36,4 % teachers agree that they listen to each other. 7,9 % students answered that they don't have their opinion. 32,6 % teachers and 19,0 % students definitely agree, 56,5 % e teachers and 44,6 % students agree, that they listen to each other. 8,7 % teachers and 30,6 % students do not have

their opinion about that. Even 5.0 % *Lithuanian* students and 2,2 % teachers disagree with the fact that they listen to each other.

The results of analysis of this particular situation in Belgium and Lithuania show that Belgian students ($p < 0,000$) and teachers listen to each other more often than their Lithuanian colleagues do. It is obvious that 7,9 % *Belgian* students do not have their opinion about listening to each other and there are no teachers without their opinion about this fact. There are no students and teachers who disagree with this fact in *Belgium*, but there are 5,0 % students and 2,2 % teachers who disagree that they listen to each other in *Lithuania* (21 figure).



21 figure. Listen to each other

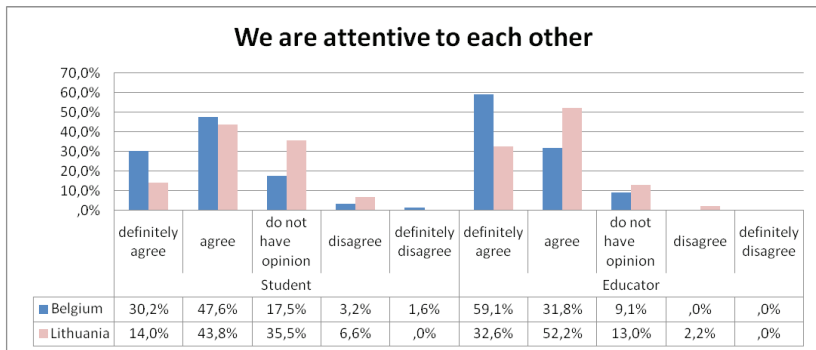
59,1 % *Belgium* teachers and 30,2 % students definitely agree with the fact that they are attentive to each other. 31,8 % teachers and 47,6 % students agree with this proposition. 9,1 % teachers and 17,5 % students do not have opinion about this fact. There are no teachers who disagree or definitely disagree with the fact, but there are 3,2 % students in Belgium who disagree and 1,6 % who definitely disagree with the statement “we are attentive to each other”. While comparing Belgian teachers to students the statistically significant differences emerged: *Belgium* teachers ($p < 0,001$) and students ($p < 0,01$).

32,6 % *Lithuanian* teachers and 14,0 % students definitely agree that they are attentive to each other. 43,8 % students and 52,2 % teachers agree with the fact that they are attentive to each other. 35,5 % students and 13,0 % teachers do not have their opinion about this statement. 6,6 % students

and 2,2 % teachers disagree with the statement “we are attentive to each other”.

The statistically significant conclusion done while comparing *Lithuanian* teachers ($p < 0,01$) to students ($p < 0,0001$) confirmed that students are more attentive to each other than teachers. While in *Belgium* teachers ($p < 0,0001$) as attentive to each other as students ($p < 0,001$) are attentive to students.

It is clear that there are 1,6 % *Belgian* students who definitely disagree with the statement “*we are attentive to each other*”, but there are no students in *Lithuania* who definitely disagree with this statement. Results can be seen on 22 figure.

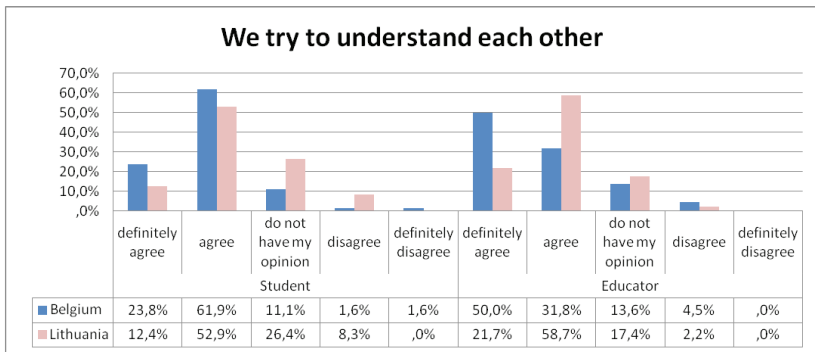


22 figure. We are attentive to each other

During the analysis of the question “*We try to understand each other*” was confirmed that 50 % of *Belgian* teachers definitely agree and 31,8 % teachers agree, that they try to understand their students. 13,6 % teachers do not have their opinion about this fact. 4,5 % *Belgian* teachers disagree with the statement “*we try to understand each other*”. 23,8 % students definitely agree, 61,9 % students agree, that they try to respect their teachers. The aforementioned results indicate that Belgian students understand each other much better. The significant although not intense level was observed. About 11 % of students do not have an opinion about this proposition. 1,6 % students disagree that they try to understand each other and the same percentage definitely disagree with the statement “*we try to understand each other*”.

21,7 % *Lithuanian* teachers and 12,4 % students definitely agree with the statement that and students try to understand each other. About 53,0 % students and 59 % agree with this statement. 26,4 % students and 17,4 % students do not have their opinion about that statement. 8,3 % *Lithuanian* students and 2,2 % teachers disagree, that they try to understand each other.

Comparing situation in *Belgium* and in *Lithuania*, it's interesting to mention, that there are no students and no teachers who definitely disagree with the statement “we try to understand each other”. But there are only 1,6 % students in *Belgium* who think that they do not try to understand their teachers. (23 figure).



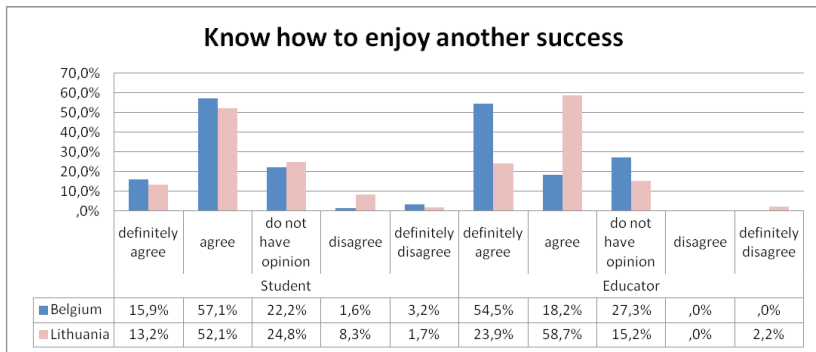
23 figure. We try to understand each other

In *Belgium* 54,5 % teachers and 15,9 % students definitely agree that they know how to enjoy another success. 57,1 % students and 18,2 % teachers agree that they know how to enjoy another success. 22,2 % students and 27,3 % teachers do not have their opinion about this statement. Only 1,6 % students disagree with the fact that they know how to enjoy another success. 3,2 % students definitely disagree with the fact that they know how to enjoy another success.

In *Lithuania* 13,2 % students and 23,9 % teachers definitely agree with the statement that they know how to enjoy another success. 52, 1 % students and 58,7 % teachers agree with the statement that they know how to enjoy another success. 24,8 % students and 15,2 % teachers do not have their opinion about this proposition. 8, 3 % students disagree and 1,7 % students

definitely disagree with this statement. There are no teachers, who disagree, but there are 2,2 % teachers who definitely disagree that they know how to enjoy another success.

The results show that more Belgian teachers($p < 0,01$ definitely agree, but more *Lithuanian* teachers($p < 0,001$ agree that they know how to enjoy another success. Both *Lithuanian* and *Belgian* students agree with this fact, that they know how to enjoy another success. The results are shown in figure 24.

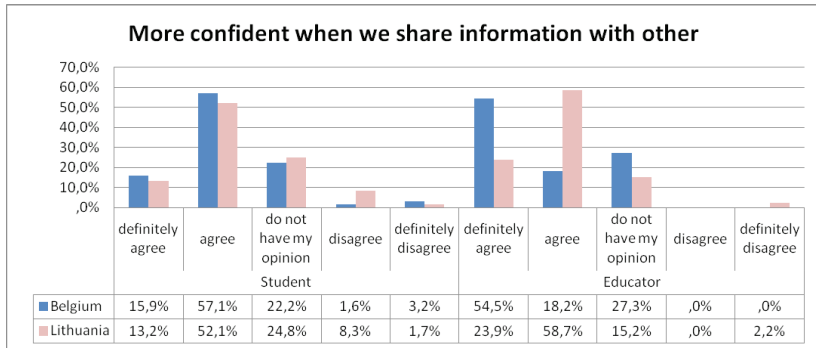


24 figure. Know how to enjoy another success

In *Belgium* 18,2 % teachers and 4,8 % students definitely agree with the argument that they are more confident when they share information with other. 54,0 % students and 40,9 % teachers agree with this statement. 36,5 % students and 40,9 % teachers do not have their opinion about the argument “more confident when we share information with other”. Only 4,8 % students disagree with this statement.

In *Lithuania* 37,0 % teachers and 18,2 % students definitely agree and 52,2 % teachers and 47,1 % students agree with the fact that they are more confident when they share information with other. 28,9 % students and 6,5 % teachers do not have their opinion about that. 5,0 % students and 4,3 % teachers disagree with the fact that they are more confident when they share information with other.

The results show that more *Belgian* students ($p < 0,01$), than *Lithuanian*, but more *Lithuanian* teachers ($p < 0,001$), than *Belgian* agree that they are more confident when they share information with other. Illustration results 25 Fig.

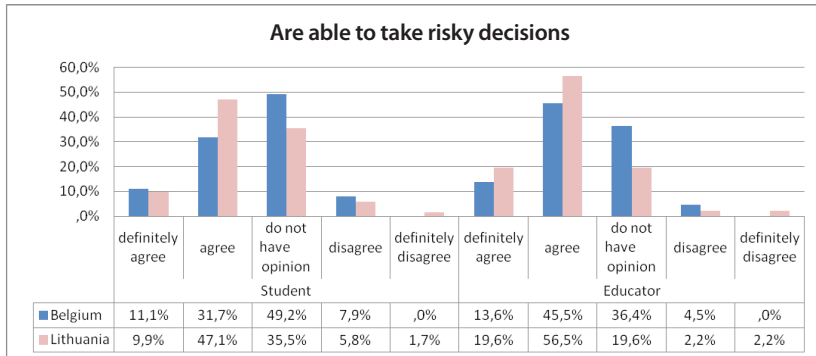


25 figure. More confident when we share information with other

In *Belgium* 13,6 % teachers and 11,1 % students definitely agree and 45, % teachers and 31,7 % students agree that they are able to take risky decisions. 49,2 % students and 36,4 % teachers do not have their opinion if they are able to take risky decisions. 7,9 % students and 4,5 % teachers disagree with this fact.

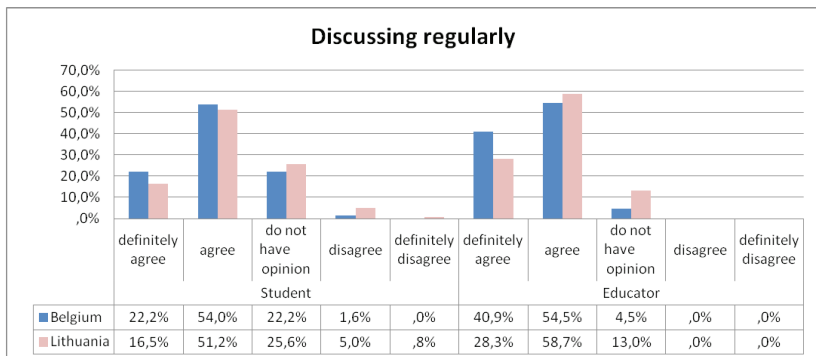
In *Lithuania* 19,6 % teachers and 9,9 % students definitely agree and 47,1 % students and 56,5 % teachers agree with the statement, that they are able to take risky decisions. 35,5 % students and 19,6 % teachers do not have their opinion about this proposition. 5,8 % students and 2,2 % teachers disagree and 1,7 % students and 2,2 % teachers definitely disagree with the statement “are able to take risky decisions”. The results show that more teachers in *Lithuania* than in *Belgium* agree that they are able to take risky decisions. It is interesting to mention that more *Belgian* students and teachers do not have their opinion about this statement comparing with *Lithuanian* respondents. The results indicate that Belgian students and teachers have many doubts regarding differentiating for the following question “Are able to take a risky decisions”. More results are shown in 26 figure.

The results regarding question “Discussing regularly” show that such phenomenon is not new but more likely a daily task for respondents of both countries. Consequently 22,2 % *Belgium* students and 40,9 % teachers definitely agree and 54,0 % students and 54, 5 % teachers agree with the fact, that they are discussing regularly. 22,2 % students and 4,5 % teachers do not have their opinion about discussing regularly. 1,6 % *Belgian* students disagree that they are discussing regularly.



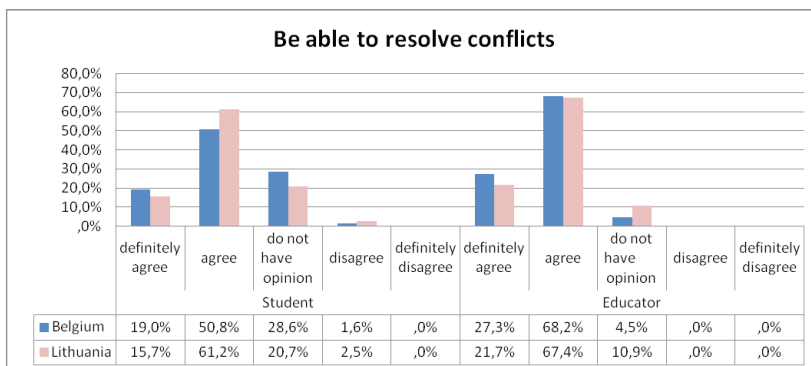
26 figure. Are able to take a risky decisions

Lithuanian 28,3 % teachers and 16,5 % students definitely agree and 58,7 % teachers and 51,2 % students agree that they are discussing regularly. 25,6 % *Lithuanian* students and 13,0 % teachers do not have their opinion about that. There are 5 % students who disagree and 0,8 % students who definitely disagree with the statement “*discussing regularly*”. Comparing the results one can see that a small number of *Lithuanian* teachers agree with the statement “*discussing regularly*”.



27 figure. Discussing regulary

The answers to the question “*Be able to resolve conflicts*” divide almost evenly, however, with small differences between respondents of both countries(28 figure).



28 figure. Be able to resolve conflicts

19,0 % *Belgian* students and 27,3 % teachers definitely agree and 50,8 % students and 68,2 % teachers agree that they are able to resolve conflicts. 4,5 % teachers and 28,6 % students do not have their opinion about that. Only 1,6 % *Belgian* students disagree with the statement, that they are able to resolve conflicts. The statistically significant difference between *Belgian* ($p < 0.001$) students and teachers is very small.

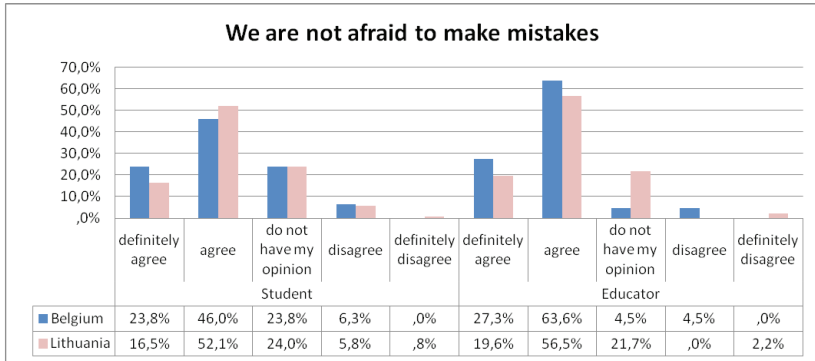
15,7 % *Lithuanian* students and 21,7 % teachers definitely agree, 61,2 % students and 67,4 % teachers agree, that they are able to resolve conflicts. 20,7 % students and 10,9 % teachers do not have their opinion about this statement. 2,5 % students disagree with the fact, that they are able to resolve conflicts. Discussing about resolving conflicts both *Belgian* and *Lithuanian* teachers agree that they are able to resolve conflicts. A bit more *Lithuanian* students than *Belgian* agree that they are able to resolve conflicts.

The analysis of the question „*We aren't afraid to make a mistake*“ resulted in very small differences between respondents of both countries.

23,8 % *Belgium* students and 27,3 % teachers definitely agree, 46,0 % students and 63,6 % teachers agree, that they are not afraid to make mistakes (29 figure). 23,8 % students and 4,5 % teachers do not have their opinion about this statement. 6,3 % students and 4,5 % teachers disagree, that they are not afraid to make mistakes.

16,5 % *Lithuanian* students and 19,6 % teachers definitely agree, 52,1 % students and 56,5 % teachers agree, that they are not afraid to make mistakes. 24,0 % *Lithuanian* students and 21,7 % teachers do not have their opinion

about this statement. 5,8 % students disagree, 0,8 % students and 2,2 % teachers definitely disagree with the statement “we are not afraid to make mistakes”. More *Belgian* teachers than *Lithuanian* agree that they are not afraid to make mistakes, but more *Lithuanian* students agree with the same fact. Results you can see 29 figure.

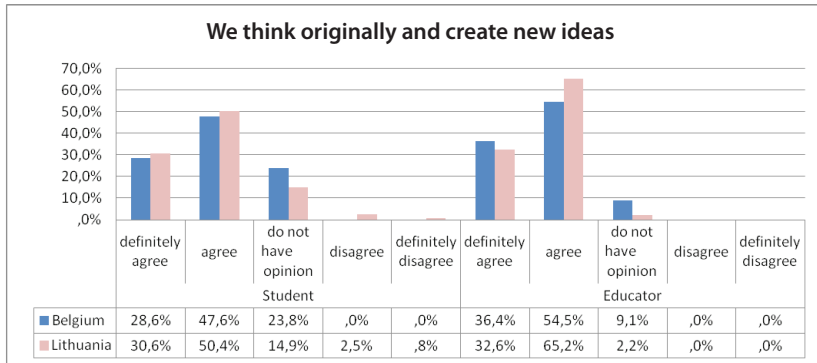


29 figure. We aren't afraid to make mistake

While trying to identify the abilities of social competencies in institutions of both countries the discovery was made that the attention towards students and teacher is not competent enough in aforementioned institutions. As all the respondents had the ability to range each proposition (*definitely agree, agree, do not have my opinion, disagree, and definitely disagree*) this resulted in a variety of opinions. However, the differences between opinions were also observed. Belgian students and teacher are more likely to choose the firm answer – *definitely agree* while Lithuanian teacher and students would choose “*agree*” more often.

28,6 % *Belgian* students and 36,4 % teachers definitely agree, 47,6 % students and 54,5 % teachers agree that they think originally and creating new ideas. 23,8 % *Belgian* students and 9,1 % teachers do not have their opinion about this statement.

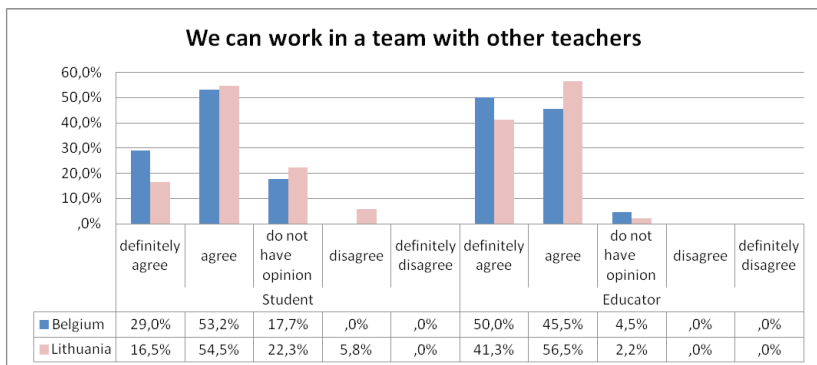
30,6 % *Lithuanian* students and 32,6 % teachers definitely agree and 50,4 % students and 65,2 % teachers agree with the idea, that they think originally and creating new ideas. 14,9 % students and 2,2 % teachers do not have their opinion about this fact. 2,5 % students disagree and 0,8 % definitely disagree, that they think originally and creating new ideas.



30 figure. We think originally and creat new ideas

29,0 % *Belgian* students and 50,0 % teachers definitely agree, 53,2 % students and 45,5 % teachers agree, that they can work in a team with other teachers. 17,7 % students and 4,5 % teachers do not have their opinion about the statement “we can work in a team with other teachers”.

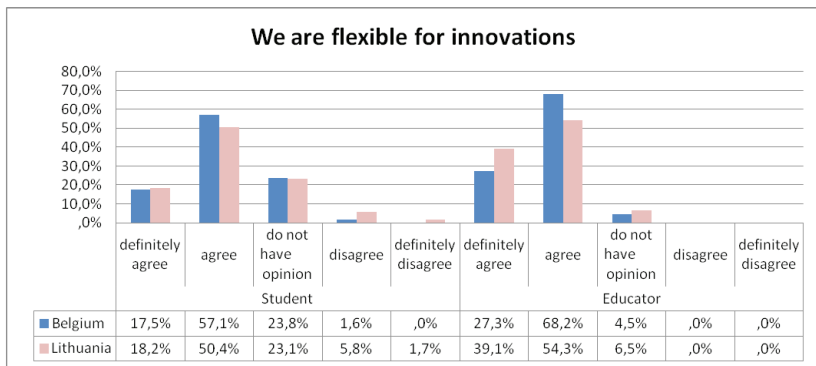
16,5 % *Lithuanian* students and 41,3 % teachers definitely agree and 54,5 % students and 56,5 % teachers agree, that they can work in a team with other teachers. 22,3% students and 2,2 % teachers do not have their opinion about that. 5,8 % students disagree with the statement “we can work in a team with other teachers”.



31 Figure. We can work in a team with other students, teachers

17,5 % students and 27,3 % teachers definitely agree, 57,1 % students and 68,2 % teachers agree, that they are flexible for innovations. 23,8 % students and 4,5 % teachers do not have their opinion about this statement. 1,6 % *Belgian* students disagree, that they are flexible for innovations.

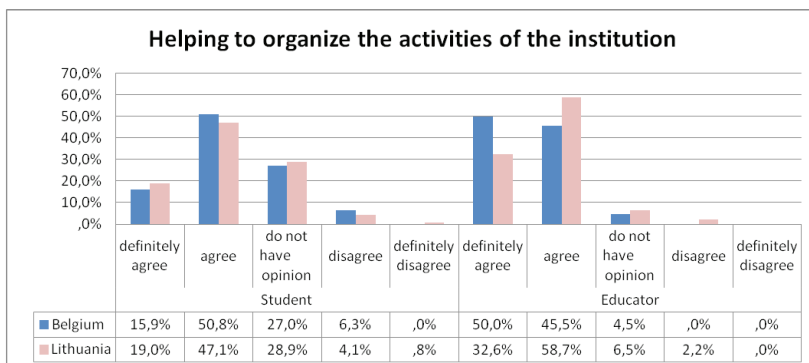
18,2 % *Lithuanian* students and 39,1 % teachers definitely agree, 50,4 % students and 54,3 % teachers agree with the fact, that they are flexible for innovations. 23,1 % students and 6,5 % teachers do not have their opinion if they are flexible for innovations. 5,8 % *Lithuanian* students disagree and 1,7 % definitely disagree with the statement “we are flexible for innovations”.



32 figure. We are flexible for innovations

50,0 % *Belgian* teachers and 15,9 % students definitely agree, 45,5 % teachers and 50,8 % students agree that they are helping to organize the activities of the institution. 27,0 % students and 4,5 % teachers do not have their opinion about helping to organize the activities of the institution. 6,3 % *Belgian* students disagree with the statement “helping to organize the activities of the institution”.

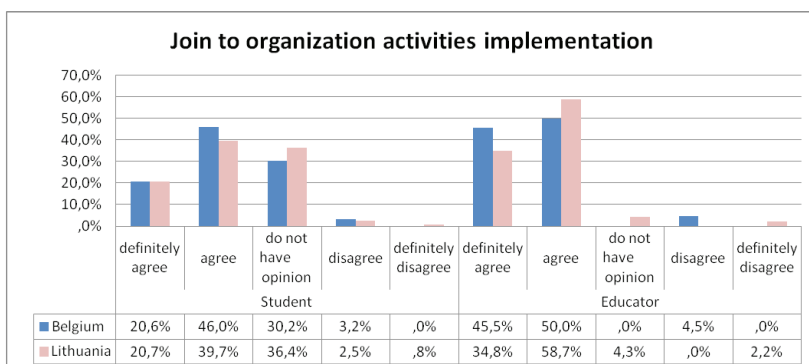
32,6 % teachers and 19,0 % students definitely agree, 58,7 % teachers and 47,1 % students agree, that they are helping to organize the activities of the institution. 28,9 % students and 6,5 % teachers do not have their opinion about this statement. 4,1 % students and 2,2 % teachers disagree with this fact, 0,8 % students definitely disagree with the proposition “helping to organize the activities of the institution”.



33 figure. Helping to organize the activities of the institution

20,6 % *Belgian* students and 45,5 % teachers definitely agree, 46,0 % students and 50,0 % agree that they join to organization activities implementation. 30,2 % students do not have their opinion about this statement. 3,2 % *Belgian* students and 4,5 % teachers disagree with the fact, that they join to organization activities implementation.

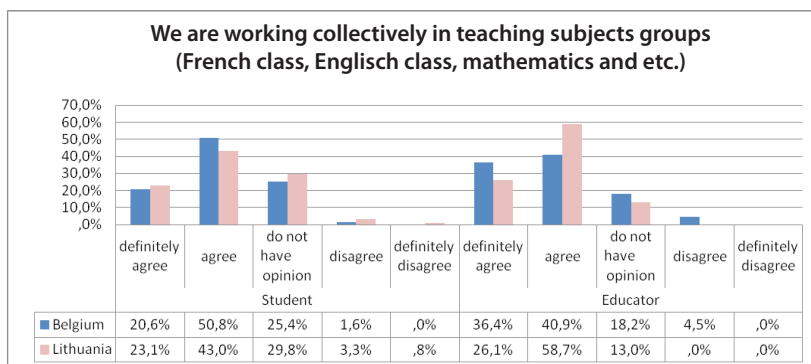
20,7 % *Lithuanian* students and 34,8 % teachers definitely agree, 39,7 % students and 58,7 % teachers agree, that they join to organization activities implementation. 36,4 % students and 4,3 % teachers do not have their opinion about that. 2,5 % students disagree, 0,8 % students and 2,2 % teachers definitely disagree, that they join to organization activities implementation.



34 figure. Join to organization activities implementation

20,6 % *Belgian* students and 36,4 % teachers definitely agree, 50,8 % students and 40,9 % teachers agree, that they are working collectively in teaching subjects groups. 25,4 % students and 18,2 % teachers do not have their opinion about this statement. 1,6 % students and 4,5 % teachers disagree, that they are working collectively in teaching subject groups.

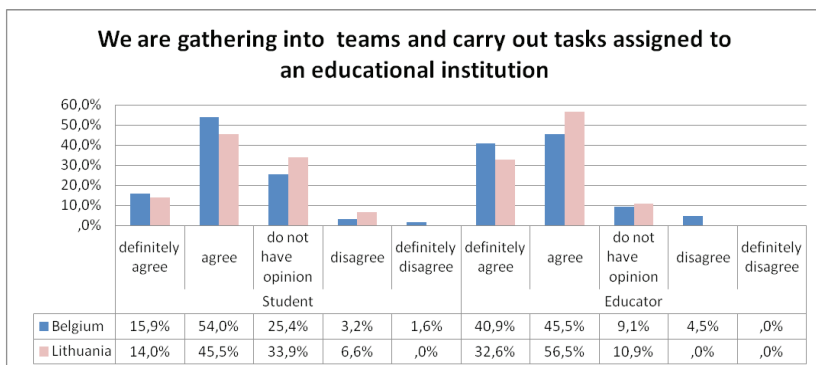
23,1 % *Lithuanian* students and 26,1 % teachers definitely agree, 43,0 % students and 58,7 % teachers agree, that they are working collectively in teaching subject groups. 29,8 % students and 13,0 % teachers do not have their opinion about that statement. 3,3 % Lithuanian students disagree and 0,8 % students definitely disagree with the statement “we are working collectively in teaching subject groups”.



35 figure. We are working collectively in teaching subjects groups

40,9 % *Belgian* teachers and 15,9 % students definitely agree, 45,5 % teachers and 54,0 % students agree that they are gathering into teams and carry out tasks assigned to an educational institution. 25,4 % students and 9,1 % teachers do not have their opinion about this statement. 3,2 % students and 4,5 % teachers disagree, 1,6 % students definitely disagree with the statement “we are gathering into teams and carry out tasks assigned to an educational institution”.

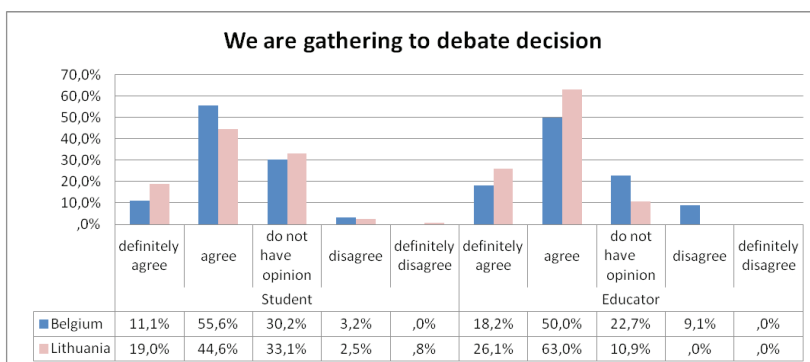
32,6 % *Lithuanian* teachers and 14,0 % students definitely agree, 56,5 % teachers and 45,5 % students agree, that they are gathering into teams and carry out tasks assigned to an educational institution. 33,9 % students and 10,9 % teachers do not have their opinion about this fact. 6,6 % Lithuanian students disagree with the same statement (36 figure).



36 figure. We are gathering into teams and carry out task assigned to an educational institution

11,1 % *Belgium* students and 9,1 % teachers definitely agree, 52,4 % students and 63,0 % teachers agree with the fact, that they are gathering to debate decision. 30,2 % *Belgian* students and 22,7 % teachers do not have their opinion about the statement “we are gathering to debate decision”. 4,8 % students and 4,5 % teachers disagree with this statement.

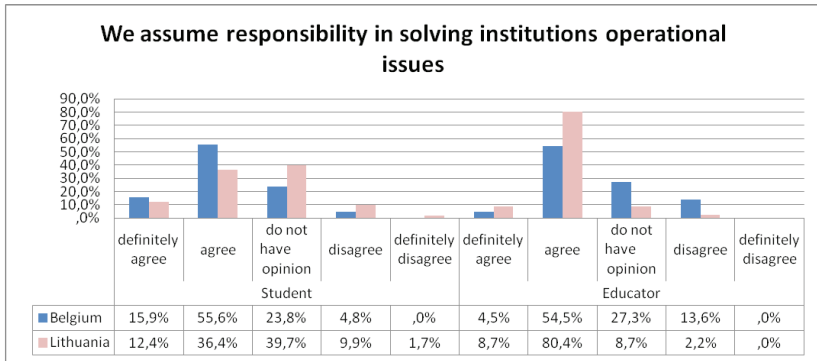
19,0 % *Lithuania* students and 26,1 % teachers definitely agree, 44,6 % students and 63,0 % teachers agree, that they are gathering to debate decision. 33,1 % students and 10,9 % teachers do not have their opinion. 2,5 % students and, 0 % teachers disagree, 2,5 % students and, 0 % teachers definitely disagree with the statement.



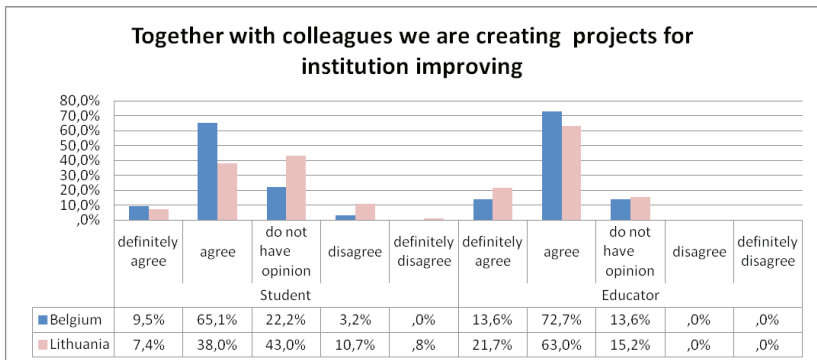
37 figure. We are gathering to debate decision

In 38 figure we can see, that 15,9 % students and 4,5 % teachers definitely agree, 55,6 % students and 54,5 % teachers agree, that they assume responsibility in solving institutions operational issues. 23,8 % students and 27,3 % teachers do not have their opinion about that. 4,8 % students and 13,6 % teachers disagree with the statement “we assume responsibility in solving institutions operational issues”.

12,4 % students and 8,7 % teachers definitely agree, 36,4 % students and 80,4 % teachers agree, that they assume responsibility in solving institutions operational issues. 39,7 % students and 8,7 % teachers do not have their opinion about that. 9,9 % students and 2,2 % teachers disagree, 1,7 % students definitely disagree with the statement “we assume responsibility in solving institutions operational issues”.



38 figure. We assume responsibility in solving institutions operational issues



39 figure. Together with colleagues we are creating projects for institution improving

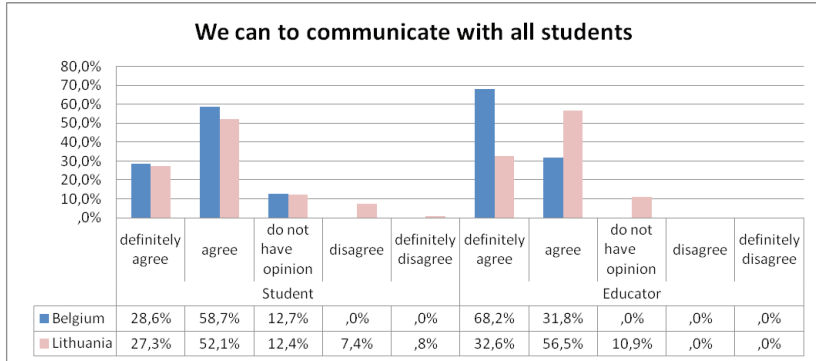
Communication and cooperation abilities

In order to communicate successfully one has to show interest, know how to listen and observe. All this can be achieved while learning from one another. After all, the successful communication is based on three main principles that help us gain the desired result: sincere interest, clarity and common accountability in activity. In the next paragraph we will discuss the results that show the success of communication for both groups of respondents.

Belgium 28,6 % students and 68,2 % teachers definitely agree, 58,7 % students and 31,8 % teachers agree that they can communicate with all students. 12,7 % students do not have their opinion about this statement.

Lithuania 27,3 % students and 32,6 % teachers definitely agree, 52,1 % students and 56,5 % teachers agree with the statement “we can communicate with all students”. 12,4 % students and 10,9 % teachers do not have their opinion about this fact. 7,4 % students disagree and 0,8 % students definitely disagree with the statement “we can communicate with all students”.

An intense difference between Belgian and Lithuanian teachers was observed. According to correlation of Somres'd coefficient a strong statistical significance is drawn ($P < 0,000$).

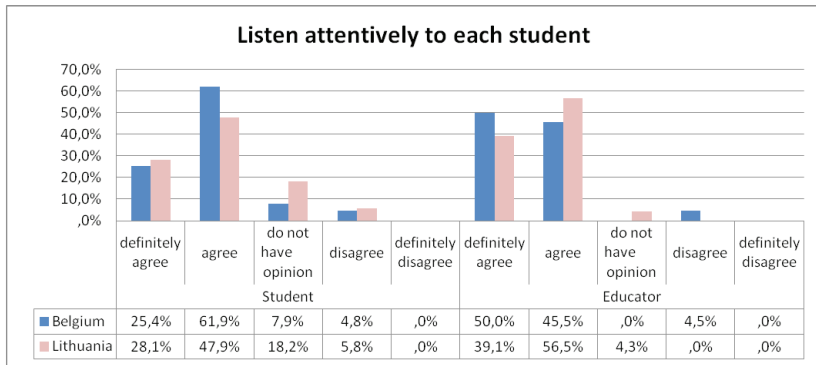


40 figure. We can communicate with all students/teachers

25,4 % *Belgian* students and 50,0 % teachers definitely agree, 61,9 % students and 45,5 % teachers agree, that they listen attentively to each student. 7,9 % students do not have their opinion. 4,8 % students and 4,5 % teachers disagree with this statement.

28,1 % *Lithuanian* students and 39,1 % teachers definitely agree, 47,9 % students and 56,5 % teachers agree that they listen attentively to each student.

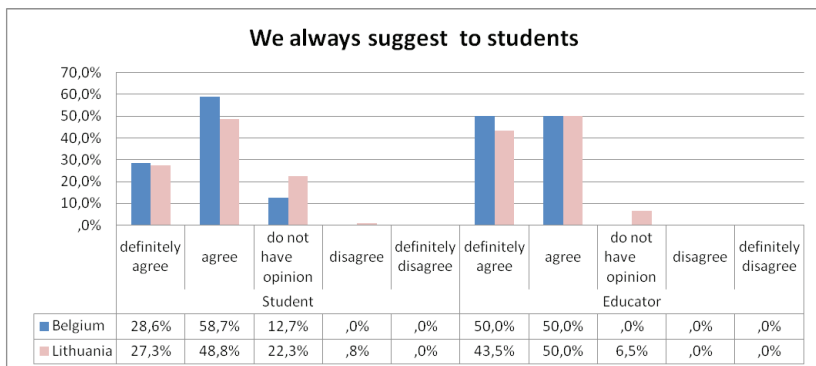
18,2 % students and 4,3 % teachers do not have their opinion about this statement. 5,8 % students disagree with the statement “listen attentively to each student”.



41 figure. Listens attentively to each students/teachers

Belgium 28,6 % students and 50,0 % teachers definitely agree, 58,7 % students and 50,0 % teachers agree that they always suggest to students. 12,7 % *Belgian* students do not have their opinion about this statement.

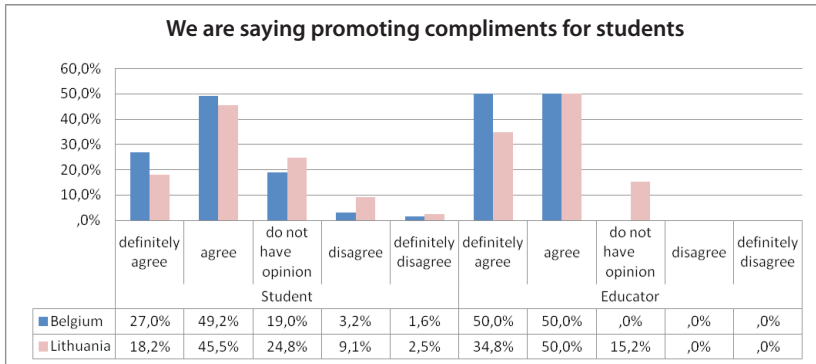
Lithuania 27,3 % students and 43,5 % teachers definitely agree, 48,8 % students and 50,0 % teachers agree with the proposition “we always suggest to students”. 22,3 % students and 6,5 % teachers do not have their opinion suggesting to students. 0,8 % *Lithuanian* students disagree with this statement.



42 figure. Always suggest to students

Belgium 27,0 % students and 50,0 % teachers definitely agree, 49,2 % students and 50,0 % teachers agree with the statement “we are saying promoting compliments for students”. 19,0 % *Belgian* students do not have their opinion. 3,2 % students disagree and 1,6 % students definitely disagree that educators are saying promoting compliments for students.

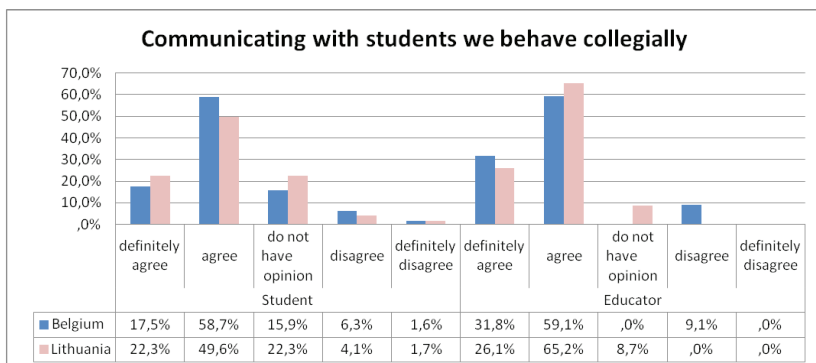
Lithuania 18,2 % students and 34,8 % teachers definitely agree, 45,5 % students and 50,0 % teachers agree, that they are saying promoting compliments for students. 24,8 % students and 15,2 % teachers do not have their opinion about this statement. 9,1 % students disagree and 2,5 % students definitely disagree, that their teachers are saying promotions compliments for students (43 figure).



43 figure. Teacher/student says promoting compliments

Belgium 17,5 % students and 31,8 % teachers definitely agree, 58,7 % students and 59,1 % teachers agree with the statement “communicating with students we behave collegially”. 15,9 % students do not have their opinion about the statement “communicating with students we behave collegially”. 6,3% students and 9,1 % teachers disagree, 1,6 % definitely disagree (44 figure).

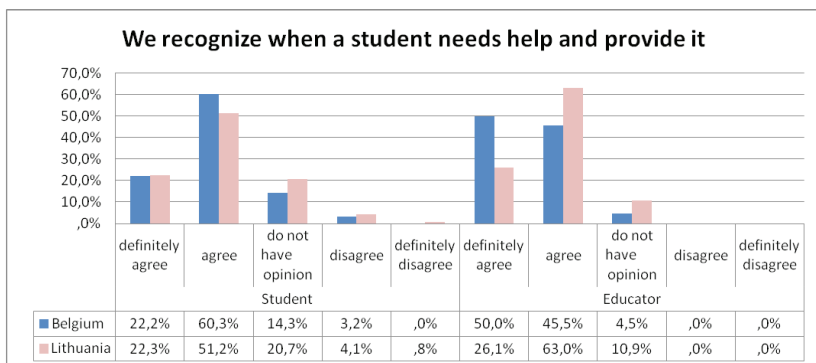
Lithuania 22,3 % students and 26,1 % teachers definitely agree, 49,6 % students and 65,2 % teachers agree with the statement “communicating with students we behave collegially”. 22,3% students and 8,7 % teachers do not have their opinion. 4,1 % students disagree and 1,7 % students definitely disagree with this statement.



44 figure. Communicating with students we behave collegially

22,2 % *Belgian* students definitely agree and 60,3 % students agree with the statement “we recognize when a student needs help and provide it”. Even 50,0 % *Belgian* teachers definitely agree and 45,5 % agree with the same statement. 14,3% students and 4,5 % teachers do not have their opinion about the recognition when a student needs help and provide it. 3,2 % students disagree with the statement.

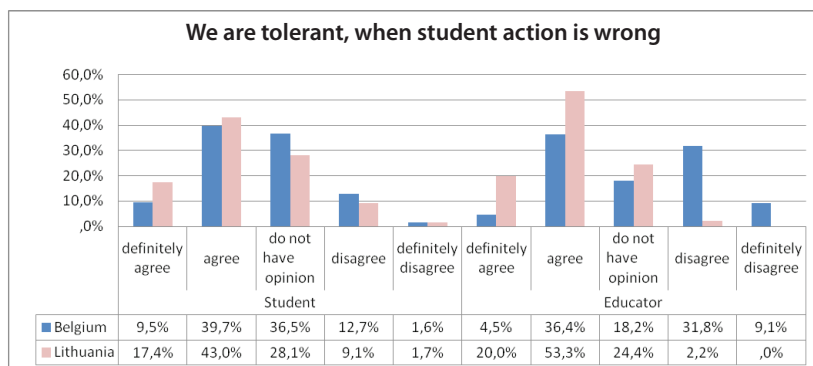
22,3 % *Lithuanian* students definitely agree and 51,2 % agree with the statement “we recognize when a student needs help and provide it”. 20,7 % students do not have their opinion and 4,1 % disagree, 0,8 % definitely disagree with this proposition. 26,1 % teachers definitely agree and even 63,0 % agree with the statement. 10,9 % teachers do not have their opinion about the fact about recognition when a student needs help and provide it.



45 figure. We recognize when a students needs help and provide it

9,5 % *Belgian* students definitely agree and 39,7 % students agree with the statement “We are tolerant, even student action is wrong”. 36,5 % students do not have their opinion about this fact. 12,7 % *Belgian* students disagree and 1,6 % definitely disagree with the statement. 4,5 % teachers definitely agree and 36,4 % agree, that they are tolerant, even student action is wrong. 18,2 % teachers do not have their opinion about this statement. 31,8 % teachers disagree and 9,1 % definitely disagree with the statement “we are tolerant, when student action is wrong”.

17,4 % *Lithuanian* students definitely agree and 43,0 % agree with the statement “we are tolerant, when student action is wrong”. 28,1 % students do not have their opinion about this fact. 9,1 % students disagree and 1,7 % students definitely disagree with this proposition. 20,0 % *Lithuanian* teachers definitely agree and 53,3 % agree with the statement “we are tolerant, when student action is wrong”. 24,4 % *Lithuanian* teachers do not have their opinion and 2,2 % disagree with the same statement.

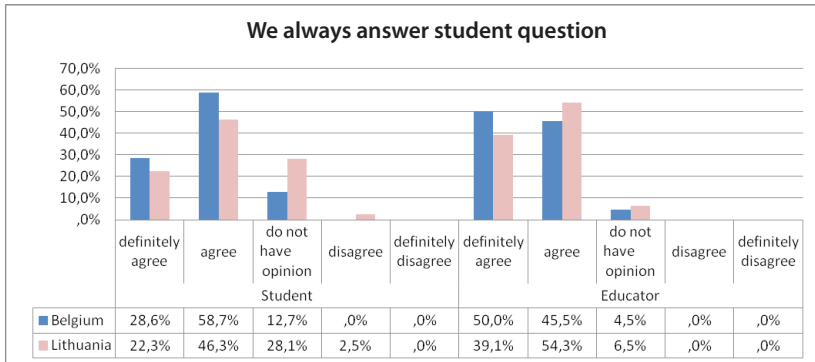


46 figure. We are tolerant, when student action is wrong

Belgium 28,6 % students definitely agree and 58,7 % agree with the statement “we always answer student questions”. 12,7 % students do not have their opinion about this fact. 50,0 % teachers definitely agree with the fact, that they always answer student questions. 45,5 % teachers agree with the fact, that they always answer student questions. 4,5 % students do not have their opinion about their answering student questions.

22,3 % students in *Lithuania* definitely agree, 46,3 % students agree with the statement “we always answer to student questions”. 28,1 % students do

not have their opinion about this statement. 2,5 % students disagree with the statement “we always answer to student question”. 39,1 % *Lithuanian* educators definitely agree and 54,3 % agree with this fact. 6,5 % *Lithuanian* teachers do not have their opinion about the statement “we always answer to student question”.



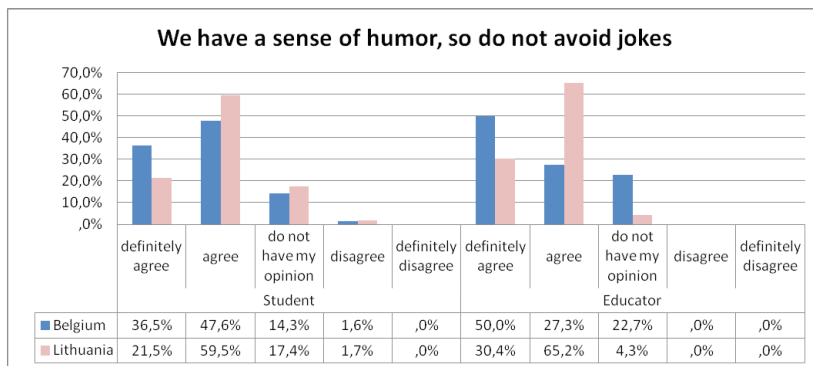
47 figure. Always answers students questions

Belgium 36,5 % students definitely agree and 47,6 % agree, that they have a sense of humor, so do not avoid jokes. 14,3 % do not have their opinion and 1,6 % disagree with the statement. 50,0 % teachers definitely agree and 27,3 % agree with the fact, that they have a sense of humor, so do not avoid jokes. 22,7 % teachers do not have their opinion about this fact.

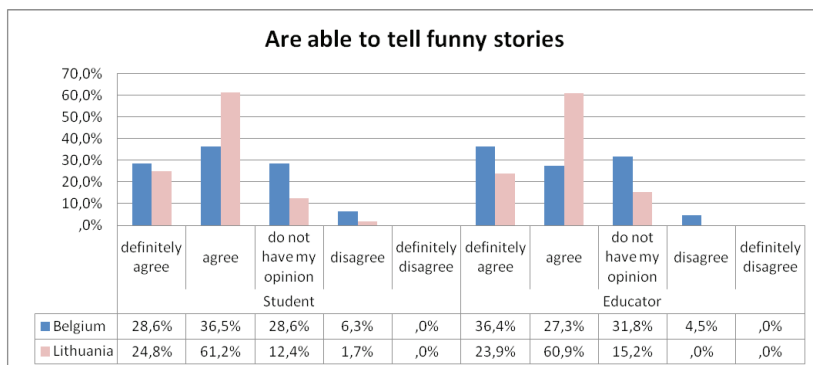
21,5 % *Lithuanian* students definitely agree and 59,5 % agree with the statement “we have a sense of humor, so do not avoid jokes”. 17,4 % students do not have their opinion about that and 1,7 % disagree with the fact. 30,4 % *Lithuanian* teachers definitely agree and 65,2 % agree with the fact, that they have a sense of humor, so do not avoid jokes. 4,3 % teachers do not have their opinion about this proposition (48 figure).

Belgium 28,6 % definitely agree and 36,5 % agree with the proposition “are able to tell funny stories”. 28,6 % do not have their opinion about that. 6,3 % Belgian students disagree with this fact. 36,4 % teachers definitely agree, 27,3 % agree and 31,8 % teachers do not have their opinion about the statement “we are able to tell funny stories”. 4,5 % *Belgian* teachers disagree with the fact.

Lithuania 24,8 % students definitely agree and 61,2 % agree with the statement “are able to tell funny stories”. 12,4 % *Lithuanian* students do not have their opinion and 1,7 % disagree with this fact. 23,9 % teachers definitely agree and even 60,9 % agree, that they are able to tell funny stories. 15,2 % teachers do not have their opinion about that (49 figure).



48 figure. We have a sense of humor, so do not avoid jokes



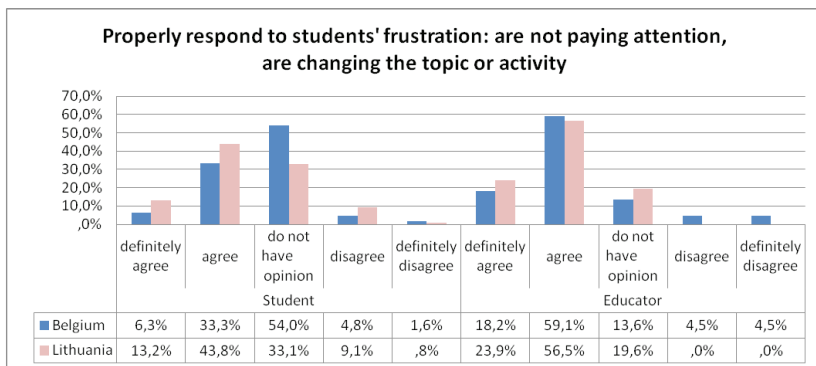
49 figure. Are able to tell funny stories

Belgium 6,3% students definitely agree and 33,3 % students agree with the statement “properly respond to student’s frustration: are not paying attention, are changing the topic or activity”. 54,0 % students do not have their opinion about that. 4,8 % *Belgian* students disagree and 1,6 % definitely

disagree with the statement “properly respond to student’s frustration: are not paying attention, are changing the topic or activity”.

18,2 % teachers definitely agree and 59,1 % agree, that they properly respond to student’s frustration: are not paying attention, are changing the topic or activity. 13,6 % teachers do not have their opinion about that. 4,5 % teachers disagree and 4,5 % definitely disagree with the statement “properly respond to student’s frustration: are not paying attention, are changing the topic or activity“.

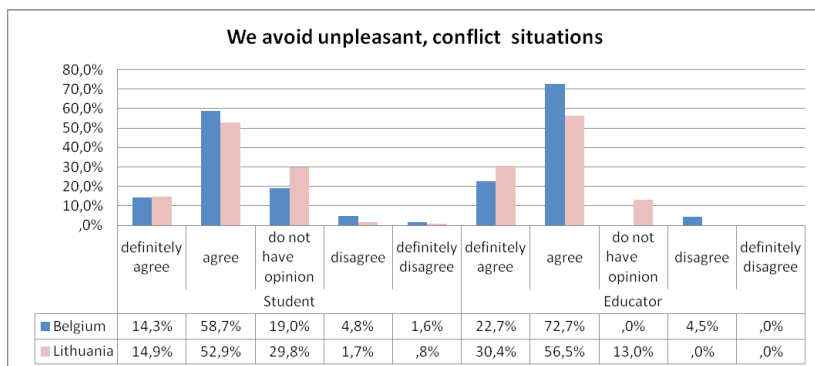
13,2 % *Lithuanian* students definitely agree, 43,8 % agree with the statement “properly respond to student’s frustration: are not paying attention, are changing the topic or activity”. 33,1% students do not have their opinion about this fact. 9,1 % disagree and 0,8 % definitely disagree with the proposition “properly respond to student’s frustration: are not paying attention, are changing the topic or activity”. 23,9 % educators definitely agree, 56,5 % agree about that. 19,6 % teachers do not have their opinion.



50 figure. Properly respond to students’ frustration: are not paying attention, are changing the topic or activity, etc.

Belgium 14,3 % students definitely agree and 58,7 % agree with the statement “we avoid unpleasant, conflict situations”. 19,0 % do not have their opinion about that statement. 4,8 % disagree and 1,6 % definitely disagree with the statement “we avoid unpleasant, conflict situations”. 22,7 % Belgian teachers definitely agree, 72,7 % agree, that they avoid unpleasant, conflict situations, 4,5 % disagree with the fact.

Lithuania 14,9 % students definitely agree, 52,9% agree with the statement “we avoid unpleasant, conflict situations”. 29,8% Lithuanian students do not have their opinion about that. 1,7 % disagree and 0,8 % definitely disagree with the proposition “we avoid unpleasant, conflict situations”. 30,4 % Lithuanian teachers definitely agree and 56,5 % agree with thr statement, that rhey avoid unpleasant, conflict situations. 13,0 % do not have their opinion about this proposition (52 figure).



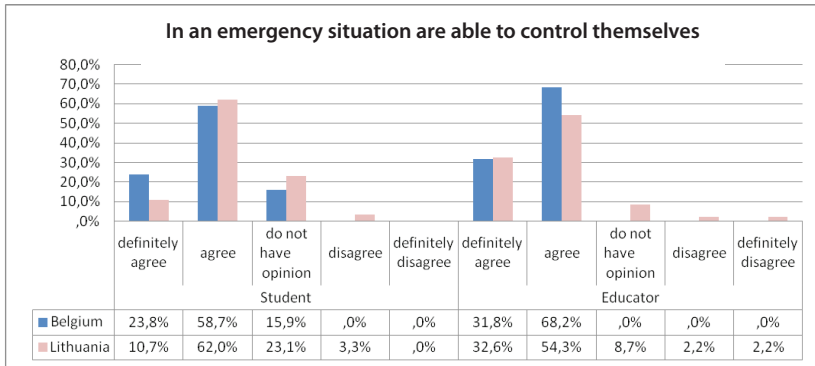
51 figure. We avoid unpleasant, conflict situations

Lithuania 31,8% teachers definitely agree and 68,2 % agree that in emergency situation they are able to control themselves. Lithuania 10,7 % students definitely agree and 62,0 % students agree with the fact “in an emergency situation are able to control themselves”. 23,1 % students do not have their opinion about the statement. 3,3 % disagree with the same statement. 32,6 % teachers definitely agree, 54,3 % agree that in an emergency situation they are able to control themselves. 8,7 % do not have their opinion, 2,2 % disagree and 2,2 % definitely disagree with the statement “in an emergency situation are able to control themselves”.

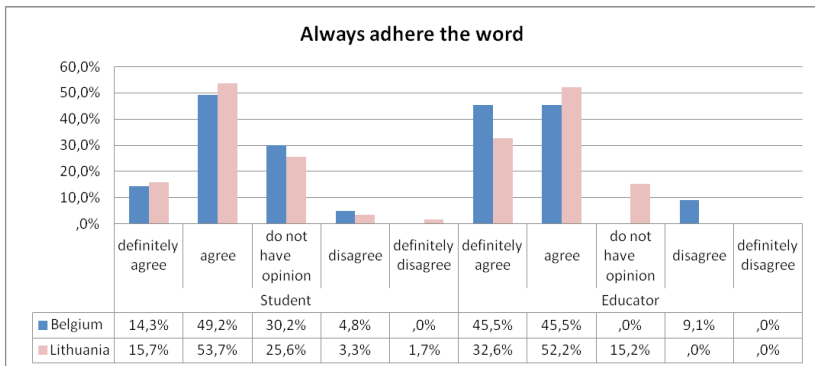
Belgium 14,3% students definitely agree and 49,2 % agree with the statement “always adhere the word”. 30,2 % do not have their opinion about that. 4,8 % students disagree with the proposition. 45,5 % teachers definitely agree and 45,5 % agree with the statement “in an emergency situation are able to control themselves”. 9,1 % teachers disagree with the statement.

Lithuania 15,7 % Lithuanian students definitely agree and 53,7 % agree with the proposition. 25,6 % students do not have their opinion about that. 3,3 %

students disagree and 1,7 % definitely disagree with the statement “always adhere the word”. 32,6 % teachers definitely agree and 52,2 % agree, that they always adhere the word. 15,2 % do not have their opinion about that.



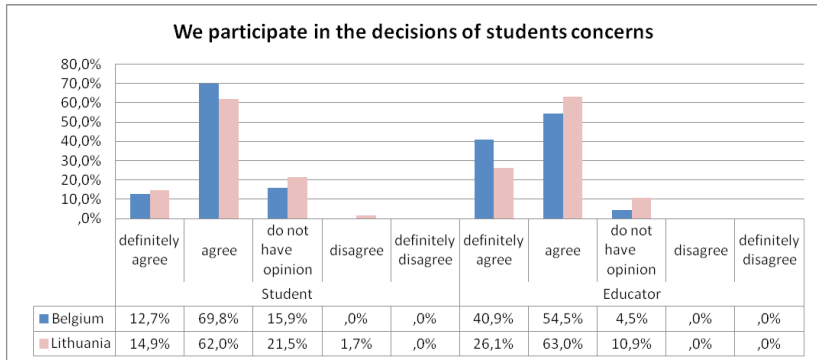
52 figure. In an emergency situation are able to control themselves



53 figure. Always adhere the word

Belgium 12,7 % students definitely agree and 69,8 % agree with the statement “we participate in the decisions of students concerns”. 15,9 % students do not have their opinion about that. 40,9 % teachers definitely agree and 54,5% agree with the statement 4,5 % do not have their opinion about that.

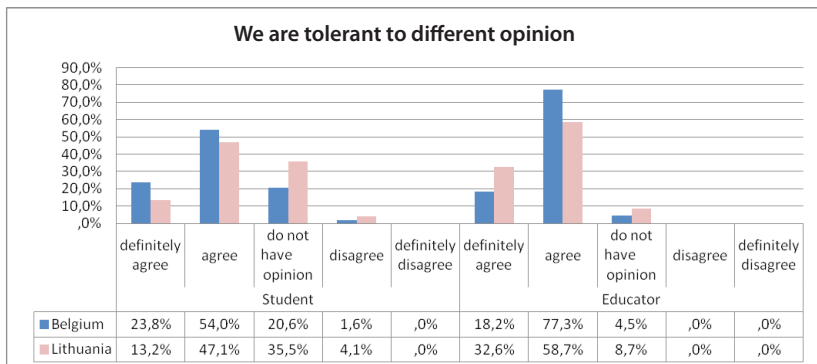
Lithuania 14,9 % definitely agree and 62,0 % agree with the statement 21,5 % do not have their opinion and 1,7 % disagree with the fact. 26,1 % teachers in Lithuania definitely agree and 63,0 % agree with the proposition 10,9 % “we participate in the decisions of students concerns” (54 figure).



54 figure. Participate in the decisions of students concerns

Lithuania 14,9 % students definitely agree and 57,0 % agree with the statement “we calmly listen when students tell us unpleasant news”. 24,8 % do not have their opinion about this statement. 3,3% disagree with the statement “we calmly listen when students tell us unpleasant news”.

26,1 % educators definitely agree, 65,2 % agree 8,7 % do not have their opinion about the proposition “we calmly listen when students tell us unpleasant news”.



55 figure. Are tolerant to different opinion

Belgium 23,8 % students definitely agree and 54,0 % agree with the statement “we are tolerant of differently thinking students”. 20,6 % students do not have their opinion. 1,6 % disagree with the fact.

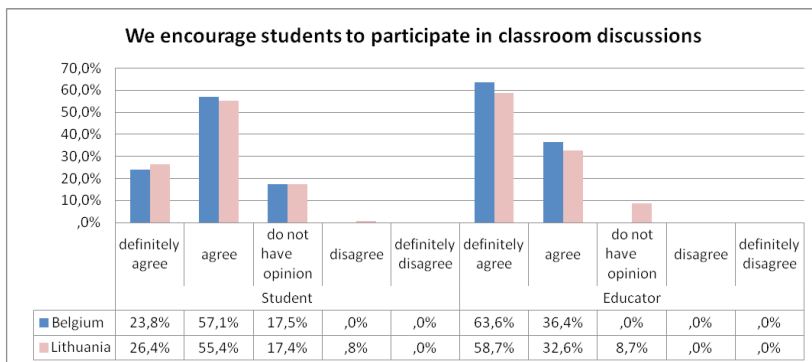
18,2 % teachers definitely agree and 77,3 % agree that they are tolerant of different thinking students. 4,5 % teachers do not have their opinion about that.

Lithuania 13,2 % students definitely agree and 47,1 % educators agree with the statement “we are tolerant of different opinion”. 35,5 % students do not have opinion about that fact. 4,1 % students disagree with the statement.

Belgium 32,6 % educators definitely agree and 58,7 agree with the proposition “we are tolerant of different opinion”. 8,7 % do not have their opinion about this fact.

Belgium 23,8 % students definitely agree and 57,1 % agree with the statement “we encourage students to participate in classroom discussions”. 17,5 % do not have their opinion about that. 63,6 % educators definitely agree and 36,4 % agree with the statement “we encourage students to participate in classroom discussions”.

Lithuania 26,4 % students definitely agree and 55,4 % students agree with the fact “we encourage students to participate in classroom discussions”. 17,4 % students do not have their opinion. 0,8 % students disagree with the statement. 58,7 % educators definitely agree and 32,6 % educators agree with the statement that they encourage students to participate in classroom discussions. 8,7 % do not have opinion about the fact.



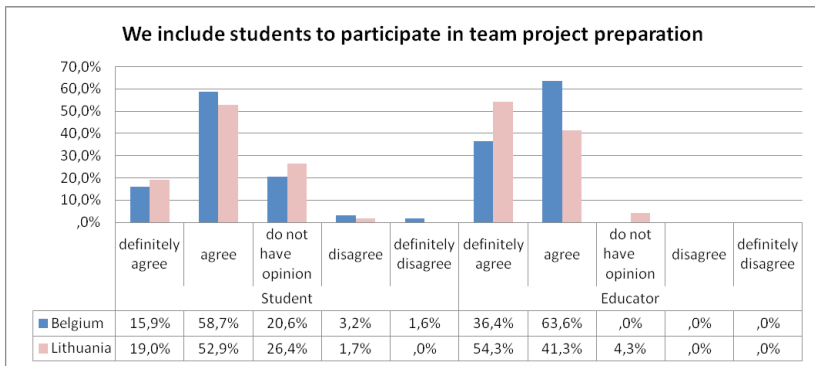
56 figure. We encourage students to participate in classroom discussions

Belgium 15,9 % students definitely agree and 58,7 % agree with the statement “we include students to participate in team project preparation”.

20,6 % do not have their opinion about that. 3,2 % students disagree and 1,6 % students definitely disagree with the statement. 36,4 % teachers definitely agree that 63,6 % agree, that they include students to participate in team project preparation”.

Lithuania 19,0 % students definitely agree and 52,9 % students agree with the statement “we include students to participate in team project preparation”. 26,4 % do not have their opinion about that. 1,7 % students disagree with the fact “we include students to participate in team project preparation”.

54,3 % teachers definitely agree and 41,3 % teachers agree that they include students to participate in team project preparation“. 4,3 % teachers do not have their opinion about that.

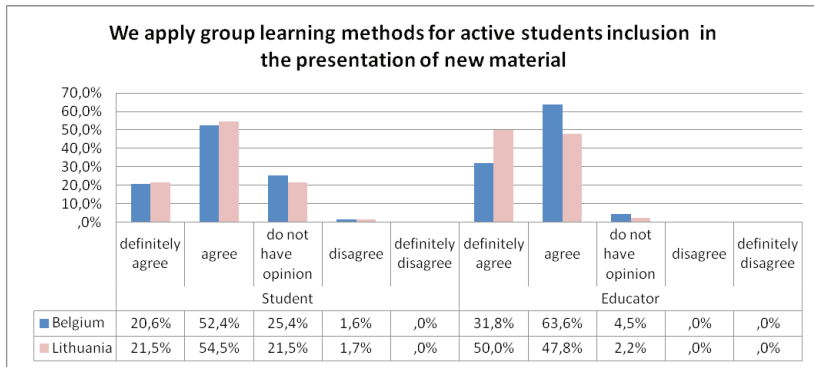


57 figure. Include students to participate in team project preparation

Belgium 20,6 % students definitely agree and 52,4 % students agree with the statement “we apply group learning methods for active students inclusion in the presentation of new material”. 25,4 % do not have their opinion about this fact. 1,6 % disagree with the statement. 31,8 % teachers definitely agree and 63,6 % teachers agree, that they apply group learning methods for active students inclusion in the presentation of new material. 4,5 % Belgian teachers do not have their opinion about that.

Lithuania 21,5 % students definitely agree and 54,5 % agree with the statement “we apply group learning methods for active students inclusion in the presentation of new material”. 21,5 % students do not have their opinion about that. 1,7 % disagree with the fact. 50,0 % teachers definitely agree and 47,8 % agree that they apply group learning methods for active students

inclusion in the presentation of new material. 2,2 % teachers do not have their opinion about this fact (58 figure).

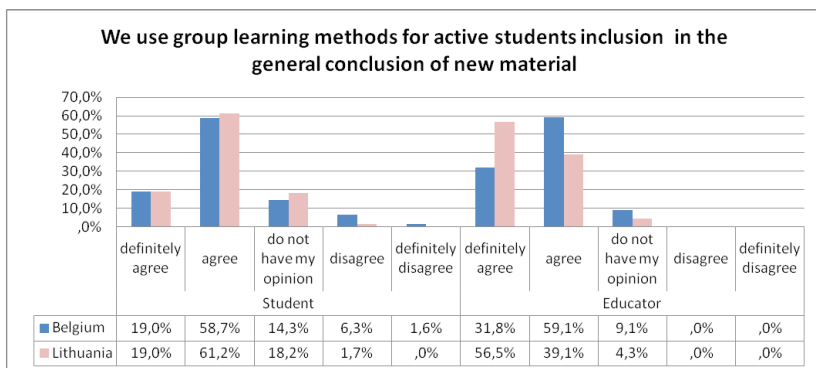


58 figure. Apply group learning methods for active students inclusion in the presentation of new material

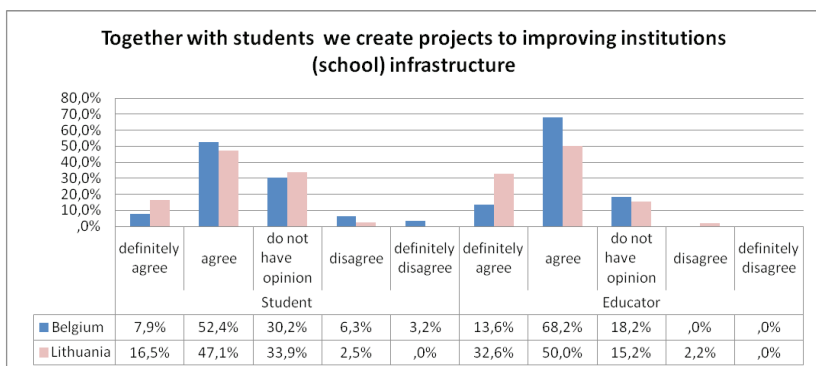
Belgium 19,0 % students definitely agree and 58,7 % students agree with the statement “we use group learning methods for active students inclusion in the general conclusion of new material”. 14,3 % students do not have their opinion about that. 6,3 % disagree and 1,6 % definitely disagree with the statement. 31,8 % teachers definitely agree and 59,1 agree with the statement “we use group learning methods for active students inclusion in the general conclusion of new material”. 9,1 % teachers do not have their opinion about that statement.

Lithuania 19,0 % students definitely agree and 61,2 % students agree with the statement “we use group learning methods for active students inclusion in the general conclusion of new material”. 18,2 % students do not have their opinion about this fact. 1,7 % students disagree with the proposition “we use group learning methods for active students inclusion in the general conclusion of new material”.

Lithuania 16,5 % students definitely agree and 47,1 % agree with the proposition “together with students we create projects to improving institutions (school) infrastructure”. 33,9 % do not have their opinion about the fact. 2,5 % disagree with the fact. 32,6% definitely agree and 50,0 % agree with the proposition “together with students we create projects to improving institutions (school) infrastructure”. 15,2 % do not have opinion about that. 2,2 % disagree with the statement (61 figure).



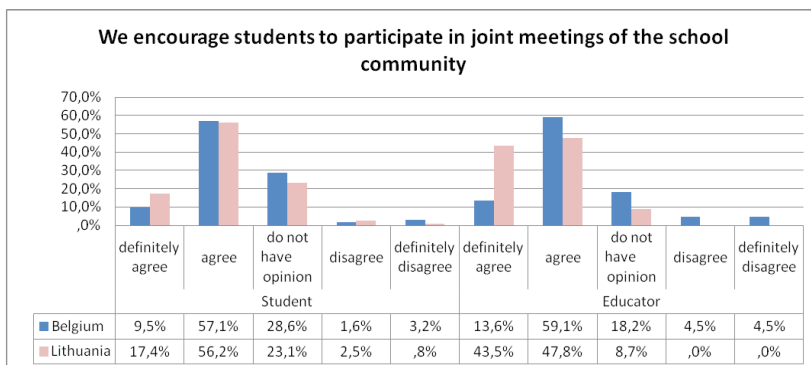
59 figure. Use group learning methods for active students inclusion in the general conclusion of new material



60 figure. Together with students create projects to improving institutions (school) infrastructure

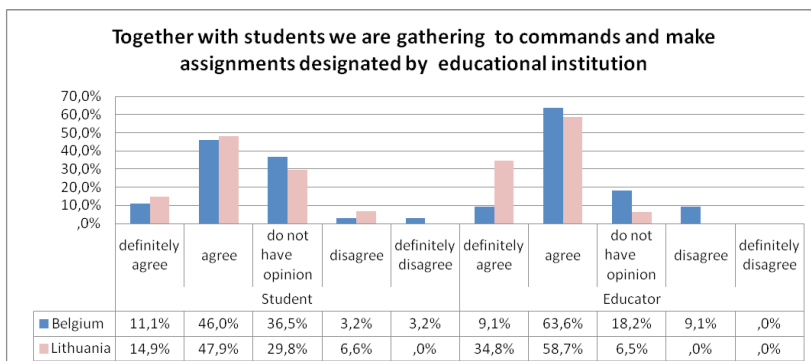
Belgium 9,5 % definitely agree and 57,1 % agree with the statement “we encourage students to participate in joint meetings of the school community”. 28,6 % do not have their opinion about that. 1,6 % disagree and 3,2 % definitely disagree with the fact. 18,2 %.

13,6 % teachers definitely agree and 59,1 agree with the fact, that they encourage students to participate in joint meetings of the school community. 18,2 % do not have their opinion. 4,5 % disagree and 4,5 % definitely disagree with the statement “we encourage students to participate in joint meetings of the school community”.



61 figure. Encourage students to participate in joint meetings of the school community

Lithuania 17,4 % students definitely agree and 56,2 % students agree with the statement “we encourage students to participate in joint meetings of the school community”. 23,1 % students do not have their opinion about that fact. 2,5 % students disagree and 8,0 % definitely disagree with the fact. 43,5 % educators definitely agree and 47,8 % agree that they encourage students to participate in joint meetings of the school community. 8,7 % do not have their opinion about that.



62 figure. Together with students are gathering to commands and make assignments designated by educational institution

Belgium 11,1 students definitely agree and 46,0 % agree with the statement “together with students we are gathering to commands and make

assignments designated by educational institution”. 36,5 % students do not have their opinion about that. 3,2 % disagree and 3,2 % definitely disagree with the statement.

9,1 % educators definitely agree and 63,6 % agree that together with students they are gathering to commands and make assignments designated by educational institution. 18,2 % do not have their opinion about that fact. 9,1 % disagree with the statement.

Lithuanian 14,9 % students definitely agree and 47,9 % agree with the statement “together with students we are gathering to commands and make assignments designated by educational institution”. 29,8 % do not have their opinion about that fact. 6,6 % disagree with the statement.

34,8 % educators definitely agree and 58,7 % agree that 6,5 % do not have their opinion about the statement “together with students we are gathering to commands and make assignments designated by educational institution”.

Social Competence of Teachers and Students in Using Technologies

The Importance of Social Competence

The increasing flow of information, rapid technological, social and cultural changes determine new trends in adult education. These days every institution of higher education wants to be open and meet the needs of Information society. In using Technologies it is very important new information technologies and communication and cooperation: the ability to work in a virtual system, the analysis of prepared material and tracking of tasks to be assigned, participating in chats and discussion forums, virtual learning environments, audio and video conferences.

By giving these characteristics of distance learning, the authors formulate several distance learning concept clarifications. Like Vermeersch (2008, 9), said distance learning is well-founded relation by dialogue, structure and autonomy, which is necessary to the technical mediatorial measures. According to Rutkauskienė et al (2006) distance learning – the conveyance form of knowledge, skills, attitudes, associated with information technology and used by students to study in different places at the same time. Nuissl et al (2008) notes distance learning is a form as some learners are physically

separated from the teacher. Such separation can be applied to all the learning process or through a mixed principle, for example, only some of the learning stages.

Distance learning course building is based on the conceptual provisions – *dialogue, structure and autonomy*. *Dialogue* is based on the humanist provision, relates to student interaction, because only the active participation in the dialogue, is possible success of learning, improving student reasoning, and discussion, critical thinking skills. *Structure* principle is concerned with the detailed planning, a calendar systematic filling, time-fixing and control. The principle of *autonomy* allows the student to creative operate in a virtual learning environment, making independent decision. (Rutkauskienė et al, 2007).

Social competence is developed in the process of critical and creative learning; and creative learning develops in the atmosphere of positive interpersonal relationship where there is interreaction between students– students and teachers – teachers. It is a constructive atmosphere with dominant positive relations. Constructive atmosphere is very advantageous for learning using Media Technologies. Such a way of learning allows to construct tasks with the inspiration of communication, interrelationship and reflection.

Students' experience in learning is very important, so it requires exceptional attention of the researchers. Analysis of this experience encourages better understanding of the process of education and its perspectives. The research analyzing this experience has shown that students using technologies (skype, facebook, email) have been more communicative and enjoyed working in groups. The research has revealed that social (communicative and collaborative) competence best appears in the creative atmosphere, and students are encouraged to share their knowledge, enjoy working in groups and discussions.

Using Technologies in the process of learning is very flexible. It could be used either in distant learning or working in a computer lab. The Learning Action Plan. Designing Tomorrow's Education (2001). Brussels: European Commission. Virtual space allows the students to construct and plan their education. It encourages communication, exchanging knowledge as it enables synchronic or asynchronous discussion in different time and different space. Such an atmosphere involves a student into the learning process with responsibility. So students become responsible for their achievements, gained knowledge; they become the centre of the learning process. But virtual learning requires strong motivation from the student in acquiring better results.

According to W. Finlay and others (2004), appropriate usage of Technologies may motivate not only gaining and perfecting of social competence but also positive attitude to learning, stimulate the way of thinking, creativity, curiosity, arouse self-respect, self-confidence, envoke self-esteem, consolidate responsibility and positive attitude to the process of learning.

The context of modern learning is closely related with using technologies in the process of teaching and learning. It is evident that technologies help in communicating with teachers and among the students themselves, in learning, but they may cause a lot of pedagogical problems:

- the lack of technological competence of the students
- the lack of technological competence of the teachers
- refusal to use technologies in the process of learning
- the fear of technologies and novelties
- the shortage of technologies at school etc.

Together with the usage of technologies, appears the importance of literacy in the process of learning. The literacy of Media Technologies is determined by the realities of our times related with the most modern technologies and the abundance of information. Integrating of modern technologies into the contents of teaching is very actual these days and is closely related with using IKT in the process of constructing knowledge. Media Technologies skills become basic in constant and open process of learning. Mastering Media Technologies skills in the process of learning is closely connected with the spread of social competence. It is described as a person's skills to use them, find them, evaluate and use effectively for personal needs.

Media Technologies (skype, facebook, email and etc.) literate person:

- conceives that genuine information is the basis of making intellectual decision
- sees the necessity of information
- formulates issues following personal needs
- identifies potential sources of application
- follows the strategy of successful search
- finds the necessary sources of information with the help of technologies
- is competent to evaluate the information
- applies the information for practical purposes
- intergrates new information with the existing knowledge
- uses the information in critical thinking and making decisions (Doyle, 1992).

This description elaborates and reveals intellectual skills: is able to evaluate information, has a constructive attitude to the formation of knowledge, integrates new information with the acquired knowledge. Information literate person is the one who has and demonstrates all the above mentioned skills and competences. Media Technologies literacy is often identified with such notions as computer literacy (or IT literacy, information technologies, electronic or electronic informatic literacy), media literacy, web literacy (internet/hyper literacy), digital literacy or informacy. Skill-based literacies (computer, IT, electronic, etc.) describe skills of specific field, i.e., working with computer or finding information in a library. Informatic literacy describes more common skills such as independence, self-managing learning, a skill to use variety of information sources, has deep information knowledge, internalizes values which enable ethic and legal usage of information. Information literacy is a more generic notion, covering more specific literacies. Modern teaching and learning, as significant gaining and creating of knowledge, requires information literacy and technological skills, changing the information into significant knowledge that can be shared and spread. So education of social competence becomes significant during the process of creating knowledge.

Social competence refers to personal abilities, inter-personal relations with others and the ability to integrate in social environment. It can be described as a person's ability to get along with other people, to get into contact using media technologies, i.e., skype, facebook, email.or phone. *The aim* of the empirical research – using a comparative method to reveal social competence of Belgian and Lithuanian teachers and students in using media technologies.

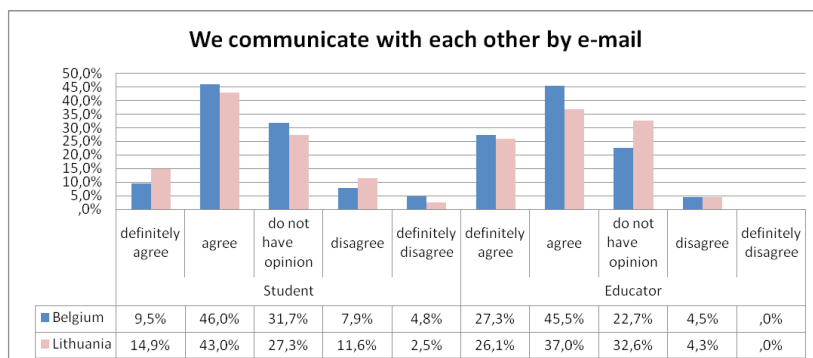
Discussion of the results

In *Belgium* 27,3 % teachers and 9,5 % students definitely agree and 45,5 % teachers and 46,0 % students agree that they communicate with each other by e-mail. 31,7 % students and 22,7 % teachers do not have their opinion about this fact. 7,9 % students and 4,5 % teachers disagree with the statement “we communicate with each other by e-mail”. 4,8 % *Belgian* students definitely disagree with this statement.

In *Lithuania* 14,9 % students and 26,1 % teachers definitely agree, that they communicate with each other by e-mail. 43,0 % students and 37,0 %

teachers agree with the proposition “we communicate with each other by e-mail”. 27,3 % students and 32,6 % teachers do not have opinion about that. 4,3 % Lithuanian teachers and 11,6 % students disagree with this fact. 2,5 % students definitely disagree that they communicate with each other by email.

The results show that a bit more *Belgian* students ($p < 0,01$) and teachers ($p < 0,01$) than *Lithuanian* agree that they communicate with each other by email (63 figure). This difference is confirmed by Somres’d coefficient of range correlation.

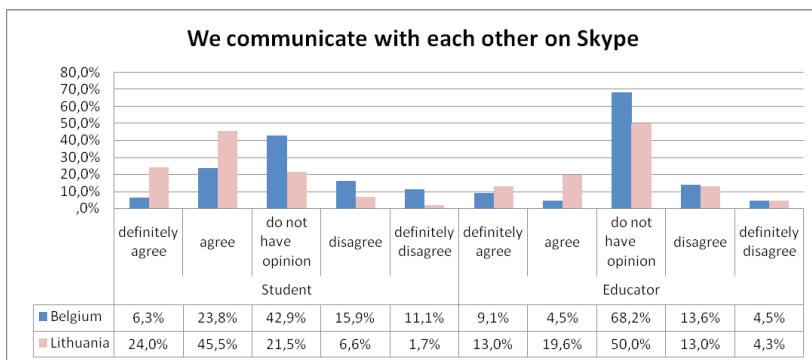


63 figure. We communicate with each other by e-mail

In *Belgium* 6,3 % students and 9,1 % teachers definitely agree and 23,8 % students and 4,5 % teachers agree that they communicate with each other on Skype. 42,9 % students and 68,2 % teachers do not have their opinion about this statement. 15,9 % students and 13,6 % teachers disagree and 11,1 % students and 4,5 % teachers definitely disagree with the statement “we communicate with each other on Skype”.

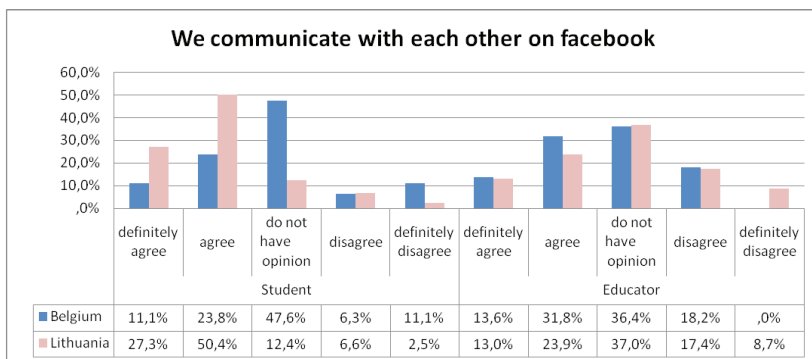
In *Lithuania* 24,0 % students and 13,0 % teachers definitely agree and 45,5 % students and 19,6 % teachers agree, that they communicate with each other on Skype. 21,5 % students and 50,0% teachers do not have their opinion about that. 6,6 % students and 13,0 % teachers disagree and 1,7 % students and 4,3 % teachers definitely disagree with the statement that they communicate with each other on Skype.

Comparing the answers of *Lithuanian* and *Belgian* respondents one can see that more *Belgian* teachers ($p < 0,001$) do not have their opinion about their communication with each other on Skype.



64 figure. We communicate with each other on Skype

11,1 % students and 13,6 % teachers definitely agree and 23,8 % students and 31,8 % teachers agree that they communicate with each other on facebook. 47,6 % students and 36,4 % teachers do not have their opinion about the statement “we communicate with each other on facebook”. 6,3 % students and 18,2 % teachers disagree with this fact. 11,1 % Belgian students definitely disagree with the fact, that they communicate on facebook.

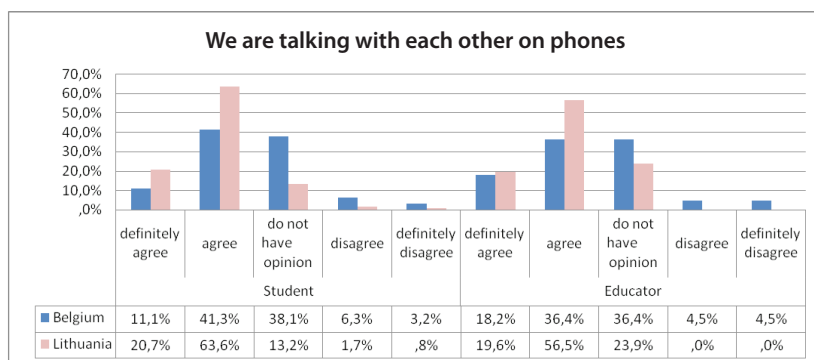


65 figure. We communicate with each other on facebook

50,4 % *Lithuanian* students and 23,9 % teachers agree with the statement, that they communicate with each other on facebook. 12,4 % students and 37,0 % teachers do not have their opinion about this proposition. 6,6 % students and 17,4 % teachers disagree, 2,5 % students and 8,7 % teachers definitely disagree that they communicate with each other on facebook. More

Lithuanian students agree with the statement that they communicate with each other on facebook ($p < 0,000$). More *Belgian* students do not have their opinion about this statement ($p < 0,000$). This strong statistical difference shows that Belgian students do not take the use of Facebook as a priority while communicating with other students or teachers.

11,1 % *Belgian* students and 18,2 % teachers definitely agree and 41,3 % students and 36,4 % teachers agree that they are talking with each other by phones. 38,1 % students and 36,4 % teachers do not have their opinion about that. 6,3 % students and 4,5 % teachers disagree and 3,2 % students and 4,5 % teachers definitely disagree with the statement “we are talking with each other on phones”.



66 Figure. We are talking with other on phone

20,7 % *Lithuanian* students and 19,6 % teachers definitely agree, 63,6 % students and 56,5 % teachers agree, that they are talking with each other on phones. 13,2 % students and 23,9 % teachers do not have their opinion about talking with each other on phones. 1,7 % students disagree and 0,8 % students definitely disagree with the proposition “we are talking with each other on phones”.

Comparing the results one can see that more *Lithuanian* teachers and students than *Belgian* agree that they are talking with each other on phones. It is confirmed by the statistically important difference ($p < 0,001$).

Student and teacher interactions in classroom

There have been several studies done on the use of active methods by the author as well as other scientists in different countries (D. W. Johnson, R. T. Johnson, 1991, 1993 (USA); E. Dunne and N. Bennett, 1991, 1993 (Britain); V. Černius, M. Teresevičienė, G. Gedvilienė, 2003 (Lithuania)) that showed changes in relationship between teachers and students as well as students between students. Education is humanized in the environment of students. There is a great opportunity for individuality and creativity of each student to flourish. Teacher as well as student must have a possibility to choose the methods that he prefers. As a result, when the realization of the intellectual, emotional and psychomotor abilities of a teacher who is applying the methods and the students who is using those methods happen, the personal experience takes its wholeness. Nowadays, the scale of learning methods is in fact very wide. This is due to teacher of European and other continents constantly offering new methods that encourage progress in social competencies. As we all know method is meant to measure performance so its selection and the principle of application leads to results. In fact, the teaching/learning process consists of many components, but the method itself performs a function of systematization so the question of the method is always relevant. This shows us that social competencies are essential in each part of life so they should be exercised from the very early days. One of solid methods is working in groups. It is usually applied at schools as well (at least it should be) at universities. Some people might wonder, how social competencies benefit from working in groups. The answer is simple – working in groups is a mean to develop those skills. Working in groups increase the advantages and benefits of social competence undoubtedly high. These features of social competencies are trained in work groups: ability to communicate in verbal and non-verbal, ability to cooperate and the ability to resolve conflicts and find compromises; leadership ability, the ability to be responsible and tolerant.

To summarise, one can say that social competence is our guarantee of survival in this world. Its existence helps us to communicate with other people, develop, acquire new knowledge, career and life satisfaction, in other words, gather to participate in public life.

Dominated by a variety of methods in both of the countries surveyed. It turned out that the planning application and the teacher take a lot of effort and preparation.

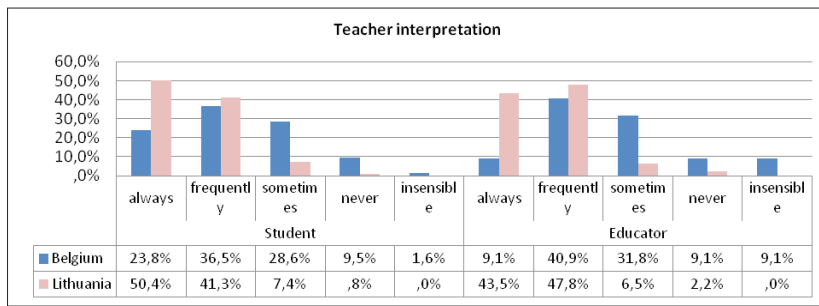
Methods, which teacher mostly use in classroom

To continue, *Belgian* and *Lithuanian* students were asked to evaluate the methods commonly used by teachers in the class, and asked teachers to choose and how often they choose them, also apply to their lectures. Nine alternative assessment methods were presented by the respondents, who ranged them choosing one of five (*always, frequently, sometimes, never, Insensible*).

Method *Teacher's interpretation* are using *Belgium* and *Lithuania* teachers. *Belgium* 23,8 % students say that teacher use interpretation always, 36,5 % students say – frequently, 28,6 % – sometimes, 9,5 % – never, 1,6 % – insensible of that. 9, 1 *Belgian* teachers say that they use interpretation always, 40,9 % teachers – frequently, 31,8 % – sometimes, 9,1 % – never, 9,1 % teachers – insensible of that.

Lithuania 50,4 % students say that teacher use interpretation always. 41,3 % – frequently, 7,4 % – sometimes, 0,8 % students say that teacher never use interpretation. 43,5 % teachers say that they use teacher interpretation always, 47,8 % – frequently, 6,5 % – sometimes, 2,2 % – never.

Belgian students (28,6 %) and teachers (31,8 %) agree with the statement “sometimes” in a very similar proportion. 9,5 % and 9,1 % of students and teachers state “never”. In fact, sometimes it is difficult to say when you use and when you do not use *Teacher's Interpretation method*. Significant differences between comparison students ($p < 0.000$) and teachers ($p < 0.001$) are obtained.

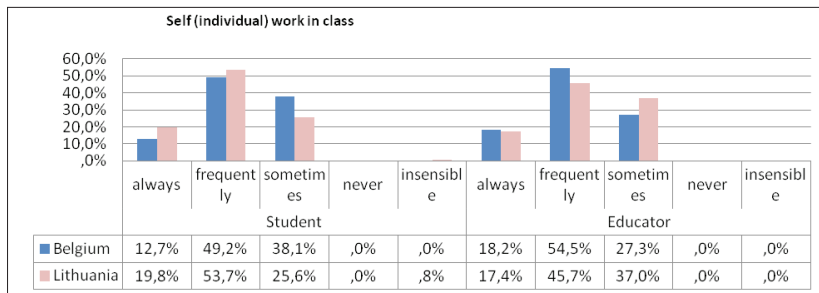


67 fig. Teacher's interpretation

Self method (*individual*) *work-in-class* is almost equally popular in *Belgium* and *Lithuania*. In this case, students and teachers have similar opinions. Results of both countries, students and teachers spread over three rankings (Always, Frequently, sometimes).

Belgium 12,7 % students say that they always use self (individual) work in class, 49,2 % – frequently do that, 38,1 % – sometimes. 18,2 % teachers always use self (individual) work in class, 54,5 % – frequently, 27,3 % sometimes.

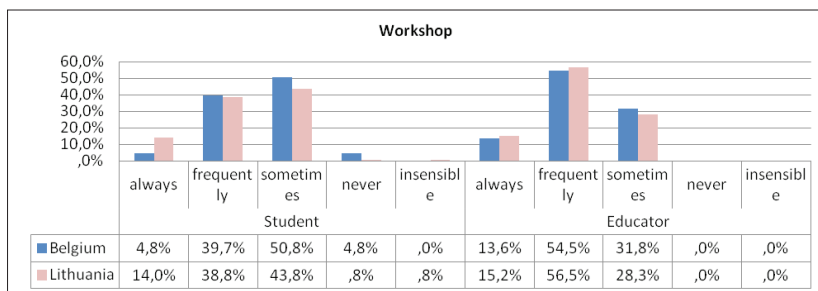
Lithuania 19,8 % students always use self (individual) work in class, 53,7 % – frequently, 25,6 % – sometimes do that. 17,4 % teachers always use self (individual) work in class, 45,7 % – frequently, 37,0 % – sometimes do that.



68 fig. Self (individual) work in class

Similar results regarding working in groups were received in both countries between the same groups. In Belgium, 4,8 % of the students say, that “They always work in groups”, 39,7 % of the students – frequently, 50,8 % sometimes and 4,8 % never do that. Similar case is observed between teachers. 54,5 % of teachers in Belgium as well as 56,5 % of Lithuanian teachers support the work-in-group method: 13,6 % of teachers always use this method, 54,5 % – frequently, 31,8 % – sometimes do that.

In addition, 14 % of Lithuanian students always use this method, 38,8% – frequently, 43,8 % sometimes do that and 0,8 % of the students – never use this method. 15,2 % of Lithuanian teachers always use aforementioned method, 56,5 % – frequently do that, 28,3 % of the teachers sometimes use it. No significant difference between students and teachers was found. Results are illustrated in *figure 69*.

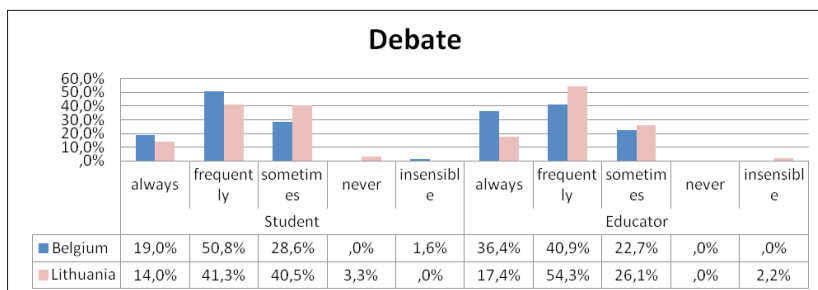


69 fig. Workshop

Results show that *Debate* method is important in Belgium as well as Lithuania. The results are illustrated by the percentage distribution of diversity.

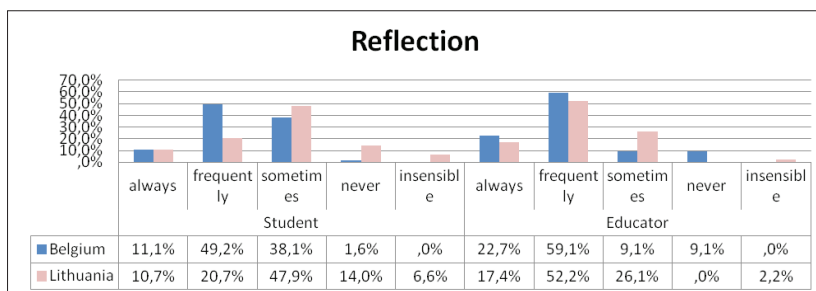
36,4 % of Belgian teachers, speaking about *Debate* method, choose the answer “always” while in Lithuania only 17,4 % choose it. However 54,3 % of teachers choose “frequently”. The results of students in both countries are similar. 40,5 % of Lithuanian students believe that the method is applicable to “sometimes”, while Belgium there are only 28,6 % such students. In Lithuania 14,0 % of students say, that they always use debate, 41,3% of students choose – frequently, 40,5% – do that sometimes, 3,3 % say, that they never use debate. What is more, 17,4 % teachers always use debate, 54,3 % of educators – frequently and 26,1 % – sometimes, also, 2,2 % teachers are insensible of that.

Evaluation of this method, both in students and teachers striking negative responses were observed. Statistically significant differences were found (70 figure).



70 fig. Debate

Method Reflection dominance in both countries in respect of students and teachers are similar (71 figure). In Belgium as well as Lithuania the *Reflection* method is used “frequently”, however only part of students think so. According to Student’s criteria significant difference was observed between students from different countries ($p < 0.000$). Belgian and Lithuanian teachers think almost the same as their students do. Similar result between the students of two countries is seen in the following selection, grading “sometimes” – *Belgium* – 38,1 %, *Lithuania* – 47,9 %. *Belgium* 11,1 % students always use reflection, 49, 2 % frequently use reflection, 38,1 % – sometimes, 1,6 % – never use reflection. 22,7 % teachers always use reflection, 59,1 % teachers – frequently, 9,1 % teachers – sometimes use reflection.

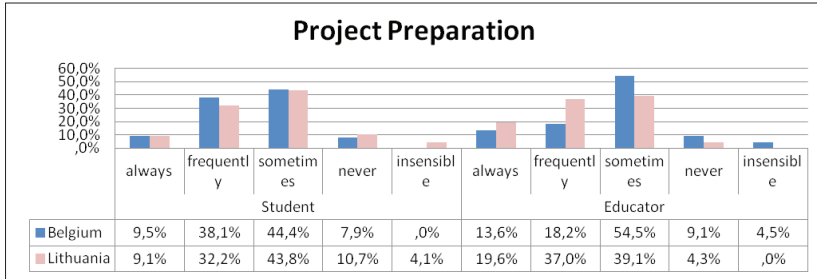


71 fig. Reflection

Lithuania 10,7 % students always use reflection, 20,7 % students frequently use reflection, 47,9 % – sometimes, 14,0 % – never, 6,6 % are insensible of that. 17,4 % teachers always use reflection, 52,2 % frequently do that, 26,1 % – sometimes, 2,2 % are insensible of that.

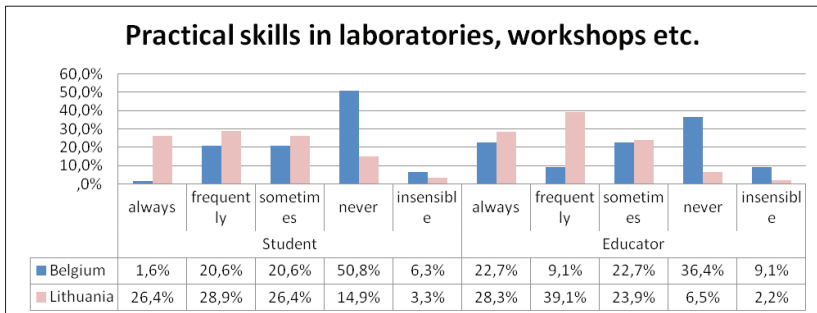
Respondents opinion regarding the *Project preparation* method is similar. *Belgium* 9,5 % students always use project preparation, 38,1 % students say that they do that frequently, 44,4 % students say that they do that sometimes, 7,9 % students – never use project preparation. 13,6 % teachers always use project preparation, 18,2 % teachers – frequently, 54,5 % teachers – sometimes, 9,1 % teachers never do that and 4,5 % are insensible of that.

Lithuania 9,1 % students always use project preparation, 32,2 % – frequently do that, 43,8 % – sometimes, 10,7 % -never and 4,1 % students are insensible of that. 19,6 % teachers always use project preparation, 37,0 % teachers frequently do that, 39,1 % teachers sometimes do that and 4,3 % never use project preparation.



72 fig. Project Preparation

It is believed that the *Practical skills in laboratories, workshops and etc.* method must be applied in highly specific activities. Therefore, enough differences between countries were observed. For example, even in Belgium, 50,8 % of students believe that the approach “never” does not apply, while in Lithuania only 14,9 % of students said that the method is not important. It is also interesting that 26,4 % of students in Lithuania say that the method is used to “always”. These differences between students confirmed a statistically significant difference, $p < .000$. Other results between students distributes alike. Different results among teachers of both countries were also reported. In Belgium, 36,4 % of teachers claim that „never“ does not apply, however in Lithuania 6,5 % of the teachers support it. 39,1 % of Lithuanian teachers say that “Frequently” applies most, however, only 9,1 % of Belgian teachers picked this answer. The answer “sometimes” is chosen almost equally in both countries (Results are presented in figure 73).

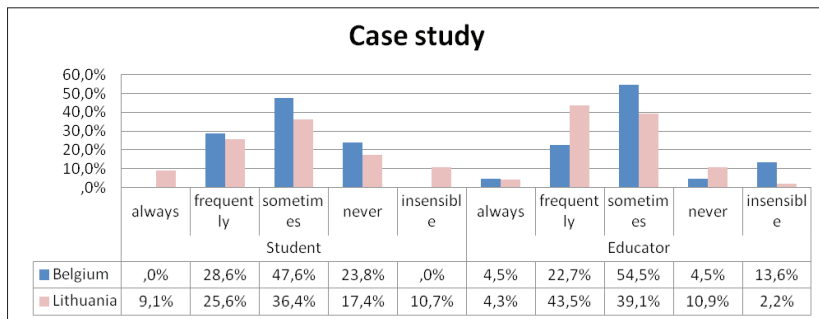


73 fig. Practical skills and etc.

Case study method is not very popular in both countries. There are 28,6 % of students in Belgium that frequently use case studies, while 47,6 % of

students say that they use it “sometimes” and 23,8 % of students never do that. 4,5 % of teachers always use case studies, 22,7 % of teachers do that Frequently, 54,5 % of them – sometimes use case studies, 4,5 % – never do that and 13,6 % are insensible of that.

9,1 % students in *Lithuania* always use *case study*, 25,6 % frequently do that. 36,4 % sometimes use *case study* and 17,4 % never do that, and 10,7 % are insensible of it. 4,3 % of teachers always use *case study*, 43,5 % teachers frequently do it. What is more, 39,1 % have chosen sometimes, 10,9 % – never do that, 2,2 % of teachers are insensible of that. That is validated by a significant difference ($p < 0,001$). The results are illustrated in *figure 74*.

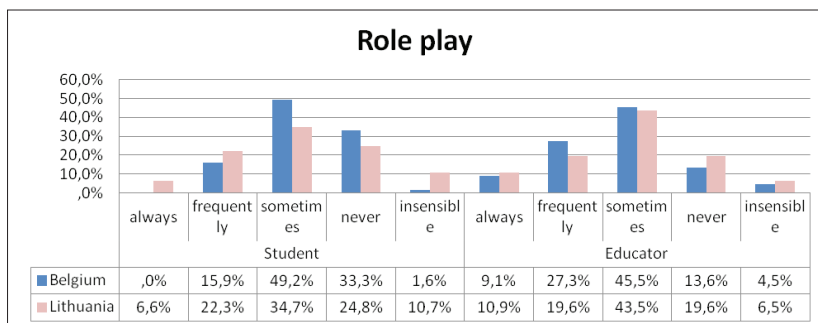


74 fig. Case study

The method of *Role play* does not indicate any particular readings. At the reference of the students and teachers of both countries (*Belgium, Lithuania*) alternative “sometimes” took the priority.

Belgium 15,9 % students say that they frequently use role play, 49,2 % students – sometimes, 33,3 % students – never, 1,6% students are insensible of that. 9,1 % teachers always use role play, 27,3 % teachers – frequently do that, 45,5 % teachers – sometimes, 13,6 % teachers – never, 4,5 % teachers are insensible of that.

Lithuania 6,6 % students always use role play, 22,3 % students frequently do that, 34,7 % students – sometimes, 24,8 % students – never use role play and 10,7 % students are insensible of that. 10,9 teachers always use role play, 19,6 % teachers – frequently use that method, 43,5 % teachers – sometimes use role play, 19,6 % teachers never do that, 6,5 % teachers are insensible of that. Statistically significant relations are not found (75 figure).



75 fig. Role play

Benefits of active learning methods

There exist various approaches to active learning methods; however, all of them have a common tendency – a challenge to traditional learning system, where a teacher herself teaches the whole class, provide information, controls the teaching situation and always knows what, how and when his student have to learn. The bottom line of learning in groups is a possibility to speak, actively participate in decision making, generalise information and experience.

Learning in groups is related to development: interception, application and use of new scientifically grounded ideas and activity forms. First of all, it is implementation of learning in groups training methodology in pedagogical work aiming at the learning process improvement. The core of the development caused by implementation of learning in groups methodology is change in teacher and learner individual activity:

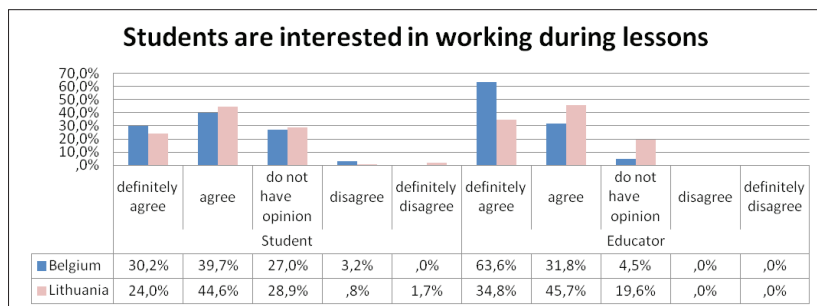
- teachers acquire new information about the theoretical and methodological basis of changing teaching methods and application of cooperative learning;
- teacher attitude to possibilities of teaching method application changes;
- learner activity and behaviour in learning environment changes;
- learner cognitive (thinking and speech) and social (ability to listen, leadership, problem solving and conflict solving) skills change.

In the listed question of the study „*Students are interested in working during lessons*“ – the results between both countries are distributed rather similarly.

Belgium 30,2 % students definitely agree with the statement “students are interested in working during lessons”. 39,7 % students agree with that statement, 27,0 % do not have their opinion about that fact, 3,2 % disagree with the statement “students are interested in working during lessons“.

Lithuania 24,0 % students definitely agree, 44,6 % students agree with the statement “students are interested in working during lessons”. 28,9 % students do not have their opinion. 0,8 % disagree with the statement and 1,7 % definitely disagree with the fact.

Teachers distributed their results in some different ways. The results of *Belgium* teachers (63,6 % “*definitely agree*” sharply differs from *Lithuanian* results (34,8 %). While comparing the results of the teachers of both countries there is a slight but still rather important statistical relation ($p < 0,01$). Similarly, but by a smaller margin, the result of the point “*agree*” is obtained (*Belgium* – 31,8 %, *Lithuania* – 45,7 %). The results are presented in 76 figure.



76 figure. Students are interested in working during lessons

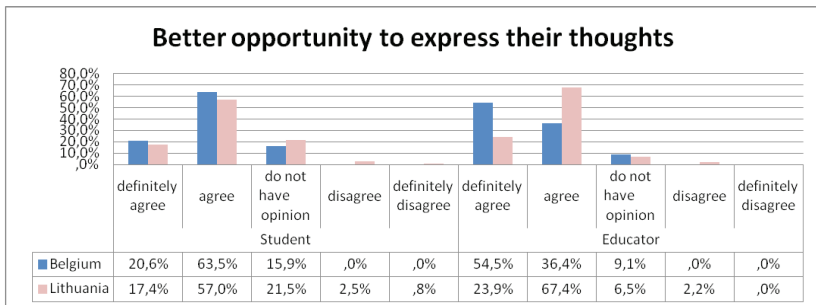
The usage of active methods as an opportunity of self expression and listening to others is admitted and appreciated by both *Belgium* and *Lithuania students*. 54,5 % *Belgium* teachers definitely agree and 36,4 % agree with the statement “*better opportunity to express their thoughts*”, 9,1 % do not have their opinion about that.

Lithuania 17,4 % students definitely agree and 57,0 % students agree with the fact, that it is better opportunity to express their thoughts. 21,5 % do not have their opinion about that. 2,5 % disagree and 0,8 % definitely disagree with the fact.

23,9 % teachers definitely agree, 67,4 % teachers agree with the statement “better opportunity to express their thoughts”, 6,5 % teachers do not have their opinion about that proposition. 2,2 % disagree, that this is better opportunity to express their thoughts.

“*Definitely agree*” was chosen by 20,6 % – *Belgian* and 20,6 %, *Lithuanian* – 17,4 % students. Besides, the highest result of the two countries was observed: 63,5 % *Belgian* students and 57,0 % *Lithuanian* students “*agree*” that there is such a possibility.

The reliability of statistics was tested and examined. Though the connections of the results are strong significant differences were not observed.



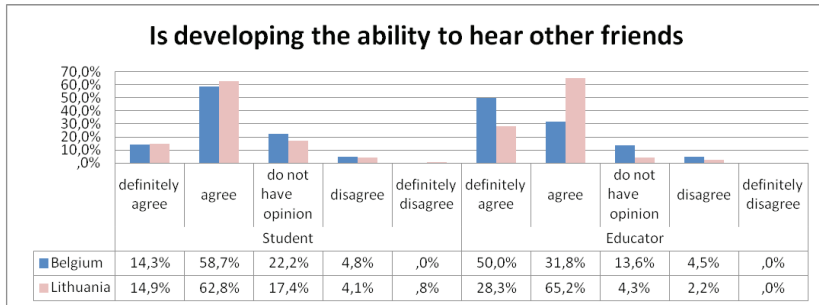
77 figure. Better opportunities to express their thoughts

The results of both countries are very comparable while analysing the question “*Is developing the ability to hear other friends*”.

Belgium 14,3 % students definitely agree and 58,7 % students agree with the statement “*is developing the ability to hear other friends*”. 22,2 % do not have their opinion about that. 4,8 % disagree with the statement. 50,0 % teachers definitely agree and 31,8 % teachers agree with the statement “*is developing the ability to hear other friends*”. 13,6 % teachers do not have their opinion about that, 4,5 % teachers disagree with the statement.

Lithuania 14,9 % students definitely agree and 62,8 % students agree with the statement “*is developing the ability to hear other friends*”. 17,4 % do not have their opinion, 4,1 % disagree and 0,8 % definitely disagree with the fact. 28,3 % teachers definitely agree and 65,2 % teachers agree with the statement “*is developing the ability to hear other friends*”. 4,3 % do not have their opinion, 2,2 % disagree with the statement.

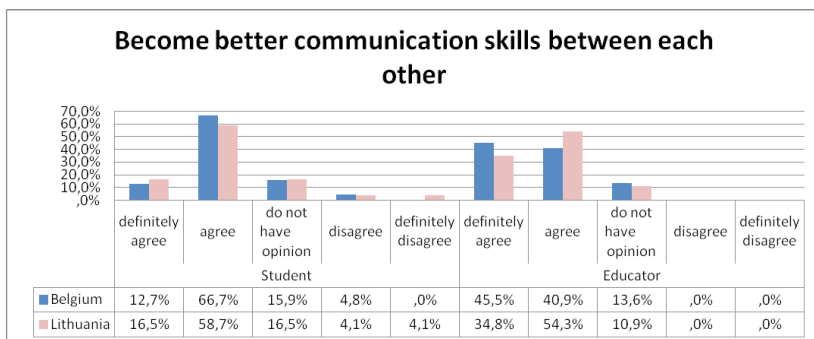
Between Belgium and Lithuania teachers the difference is vivid but statistically there is no clear difference. The results are in 78 figure.



78 figure. Is developing the ability to hear other friends

Belgium 12,7 % students definitely agree and 66,7 % students agree with the statement “become better communication skills between each other”. 15,9 % students do not have their opinion and 4,8 % disagree with the fact.

45,5 % teachers definitely agree and 40,9 % agree with the proposition “become better communication skills between each other”. 13,6 % do not have their opinion. Lithuania 16,5 % students definitely agree and 58,7 % students agree with the statement, that become better communication skills between each other. 16,5 % do not have their opinion about that. 4,1 % disagree and 4,1 % definitely disagree with the proposition “become better communication skills between each other”. 34,8 % teachers definitely and 54,3 % teachers agree with the statement “become better communication skills between each other”. 10,9 % teachers do not have their opinion about the fact (79 figure).



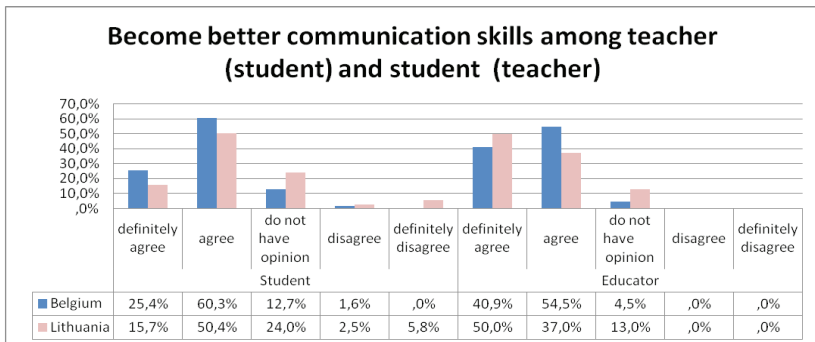
79 figure. Become better communication skills between students and students, teachers and teachers

Earlier research shows that active methods help to develop communication skills between each other. These methods encourage equivalent communication between teacher student and student teacher. Active methods affect students' interrelations and how their attitude to themselves changes. Surveying the results of Belgium and Lithuanian students and teachers, we can see strong similarities together with some kind of differences. *Belgium* 25,4 % students definitely agree and 60,3 % students agree with the proposition "become better communication skills among teacher (student) and student (teacher)". 12,7 % do not have their opinion, 1,6 % disagree with the statement.

40,9 % teachers definitely agree and 54,5 % agree with the statement "become better communication skills among teacher (student) and student (teacher)". 4,5 % do not have their opinion about that.

Lithuania 15,7 % students definitely agree and 50,4 % students agree with the fact "become better communication skills among teacher (student) and student (teacher)". 24,0 % students do not have their opinion, 2,5 % students disagree and 5,8 % students definitely disagree with the statement.

50,0 % teachers definitely agree and 37,0 % teachers agree with the statement "become better communication skills among teacher (student) and student (teacher)". 13,0 % do not have their opinion about that fact. Other results are less important. They are in *figure 80*.



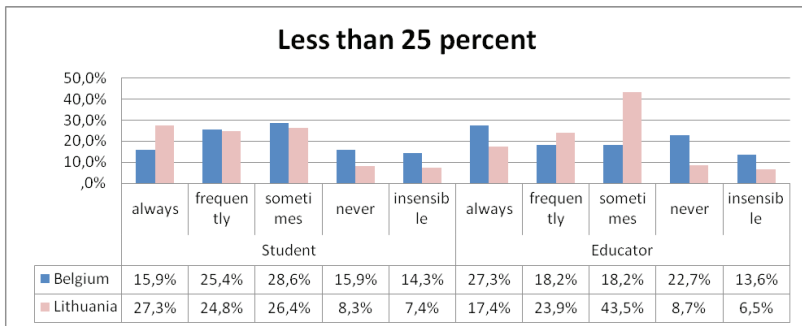
80 figure. Become better communication skills among teachers and students

Using active learning methods in classroom

The respondents shared their opinions about active method usage in the class by answering question: How many percent of the active learning methods you are using *for interaction with students in class*?. It was also supported

by ranging percentage scale of *Less than 25 %*, *26–50 %*, *51–75%*, *76–100 %*. Besides respondents had an option to variate their answers by choosing quantitative alternatives: *always*, *sometimes*, *never*, *insensible*. On the whole the results illustrate the results of great qualitative value.

To start with, in the section of the survey, asking to point the alternative of less than 25 % active methods used in the classroom, participants expressed their opinion. 15,9 % *Belgian* students said, that they always use active methods (*in the rate of less than 25 % active methods used in the class*), 25,4 % said it was frequently, and 28,6 % of students sometimes use active learning methods in the classroom. 15, 9 % students never use less than 25 % active learning methods for learning in the classroom and 14,3 % *Belgian* students are insensible to this indicator.



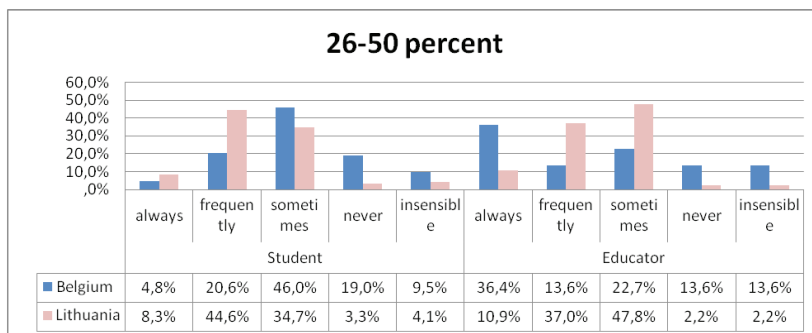
81 figure. Less than 25 percent

Lithuanian students expressed their opinion about using less than 25 % active learning methods in the classroom like that: 27,3 % always do that, 24,8 % – frequently, 26,4 % – sometimes, 8,3 % – never and 7,4 % *Lithuanian* students are insensible to that.

Teachers expressed their opinion about using less than 25 % active learning methods in the classroom. 27,3 % *Belgian* teachers always do that, 18,2 % frequently, 18,2 % sometimes use less than 25 % active learning methods in their classroom. 22,7 % never do that and 13,6 % *Belgian* teachers are insensible to that.

Lithuanian teachers said their opinion about using less than 25 % active learning methods for active learning in classroom: 17,4 % *Lithuanian* teachers always do that, 23,9 % – frequently, 43,5 % – sometimes, 8,7 % of teachers – never and 6,5 % are insensible to that.

4,8 % *Belgian* students said, that they always use 26–50 % active methods, 20,6 % frequently do that and 46 % of *Belgian* students sometimes use 26–50 % active learning methods in classroom. 19,0 % students never use active learning methods for learning in the classroom and 9,5 % *Belgian* students are insensible to that.



82 figure. 26–50 percent

Participants use from 26 % to 50 % active methods for learning in classroom.

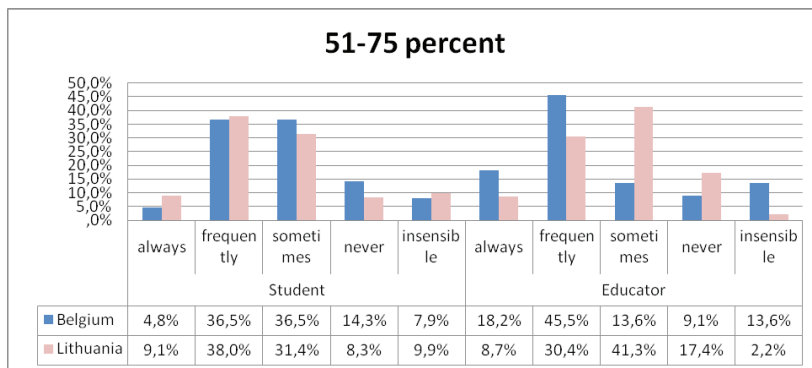
Lithuanian students expressed their opinion about using from 25 % to 50 % active learning methods in the classroom like that: 8,3 % always do that, 44,6 % – frequently, 34,7 % – sometimes, 3,3 % – never and 4,1 % *Lithuanian* students are insensible to that.

Teachers expressed their opinion about using active learning methods in the classroom. 36,4 % *Belgian* teachers always do that, 13,6 % frequently, 22,7 % sometimes use from 26 % to 50 % active learning methods in their classroom. 13,6 % *Belgian* teachers never do that and 13,6 % are insensible to that.

Lithuanian teachers expressed their opinion about using 26–50 % active learning methods for active learning in classroom: 10,9 % *Lithuanian* teachers always do that, 37,0 % – frequently, 47,8 % – sometimes, 2,2 % of teachers – never and 2,2 % are insensible to that.

Students and teachers expressed their opinion about using 51–75 % active methods for learning in classroom. 4,8 % *Belgian* students said, that they always use active methods, 36,5 % frequently use such methods and the same percentage of students sometimes use active learning methods in classroom. 14,3 % students never use 51–75 % active learning methods for learning in the classroom and 7,9 % *Belgian* students are insensible to that.

Lithuanian students expressed their opinion about active learning methods in the classroom like that: 9,1 % always do that, 38,0 % – frequently, 31,4 % – sometimes, 8,3 % – never and 9,9 % *Lithuanian* students are insensible to that.



83 figure. 51–75 percent

Belgian teachers expressed their opinion about using from 51 % to 75 % active learning methods in the classroom. 18,2 % teachers always do that, 45,5 % frequently use active methods, 13,6 % sometimes use 51–75 % active learning methods in their classroom. 9,1 % never do that and 13,6 % *Belgian* teachers are insensible to that.

Lithuanian teachers said their opinion about using 51–75 % active learning methods: 8,7 % *Lithuanian* teachers always do that, 30,4 % – frequently, 41,3 % – sometimes, 17,4 % of teachers – never and 2,2 % are insensible to using active learning methods in classroom.

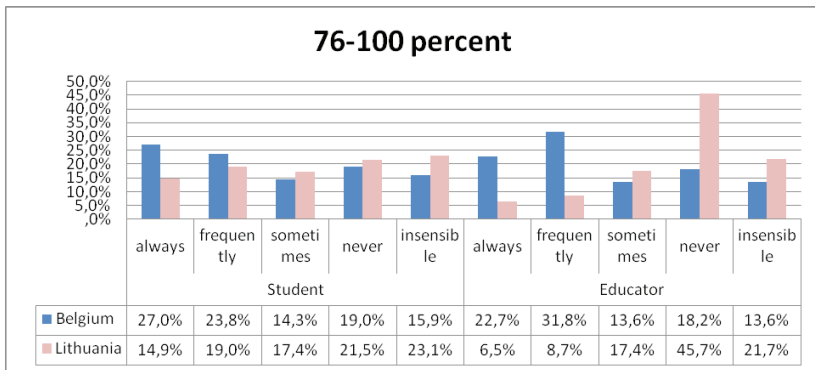
Participants use from 76 % to 100 % active methods for learning in classroom.

27,0 % *Belgian* students said, that they always use active methods, 23,8 % frequently do that and 14,3 % of *Belgian* students sometimes use from 76 to 100 % active learning methods in classroom. 19,0 % students never use active learning methods for learning in the classroom and 15,9 % *Belgian* students are insensible to that.

Lithuanian students expressed their opinion about using active learning methods in the classroom like that: 14,9 % always do that, 19,0 % – frequently, 17,4 % – sometimes, 21,5 % – never and 23,1 % *Lithuanian* students are insensible to that.

Teachers expressed their opinion about using active learning methods in the classroom like that. 22,7 % *Belgian* teachers always do that, 31,8 % frequently, 13,6 % sometimes use from 76 % to 100 % active learning methods in their classroom. 18,2 % *Belgian* teachers never do that and 13,6 % are insensible to that.

Lithuanian teachers expressed their opinion about using 76–100 % active learning methods for active learning in classroom: 6,5 % *Lithuanian* teachers always do that, 8,7 % – frequently, 17,4 % – sometimes, 45,7 % of teachers – never and 21,7 % are insensible to that.



84 figure. 76-100 percent

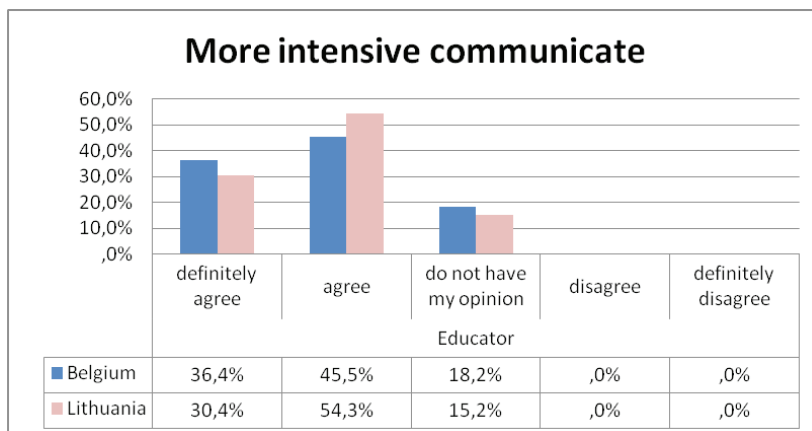
Development of social competence in education institutions Belgium and Lithuania

For better cooperation and communication in the education establishment teachers would like to communicate more intensively. *Belgium*: 36,4 % teachers definitely agree with this argument, 45,5 % – agree, 18,2 % teachers do not have their opinion about that.

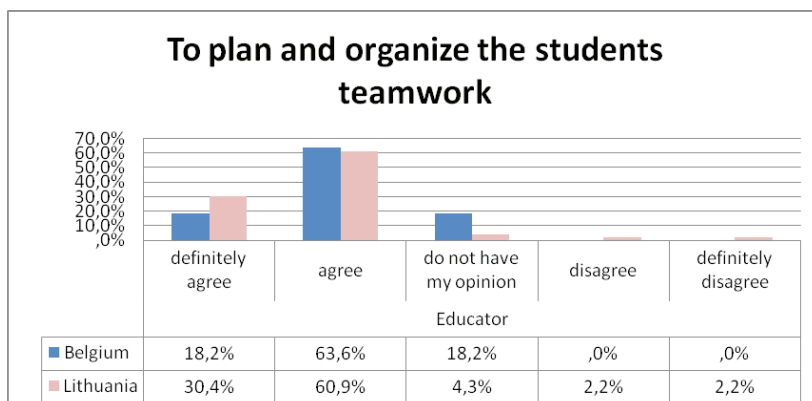
Lithuania: 30,4 % teachers definitely agree, 54,3 % agree, 15,2 % do not have their opinion about the statement. *Belgium*: 18,2 % teachers definitely agree, that it is important to improve planning and organizing the students teamwork. 63,6 % agree with the argument, 18,2 % do not have their opinion about that.

Lithuania: 30,4 % teachers definitely agree that planning and organizing the student teamwork is important for better cooperation and communication

in the education establishment. 60,9 % teachers agree with the argument. 4,3 % do not have their opinion, 2,2 % disagree and 2,2 % teachers definitely disagree with the statement.



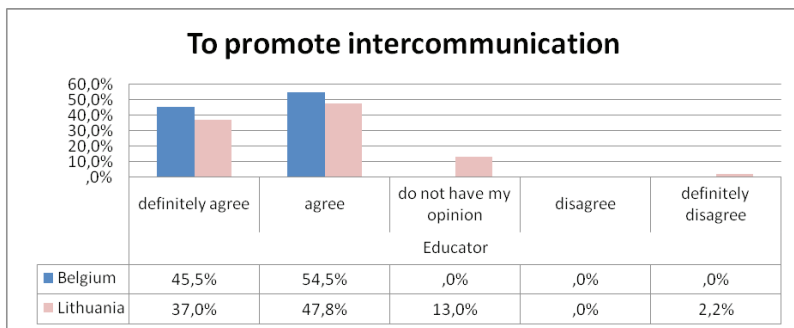
85 figure. More intensive communicate



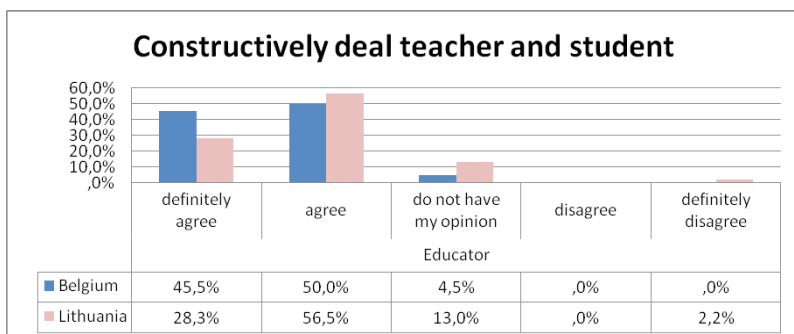
86 figure. To plan organize

Belgium: 45,5 % teachers for better cooperation and communication would like to promote intercommunication, 54,5 % agree with the argument.

Lithuania: 37,0 % eachers definitely agree with the fact, that it is important to promote intercommunication. 47,8 % teachers agree with the statement, 13,0 % don't have their opinion and 2,2 % definitely disagree with that.



87 figure. To promote intercommunication



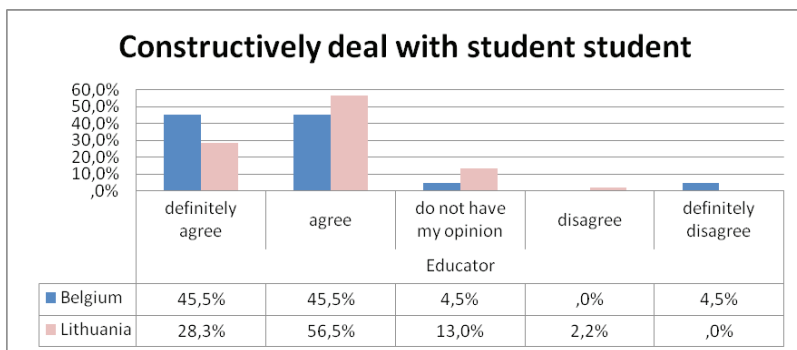
88 figure. Constructively deal teacher and student

Belgium: 45,5 % teachers definitely agree with the statement, that for better cooperation and communication it's important constructively deal teacher and student. 50,0 % teachers agree and 4,5 % do not have their opinion about that.

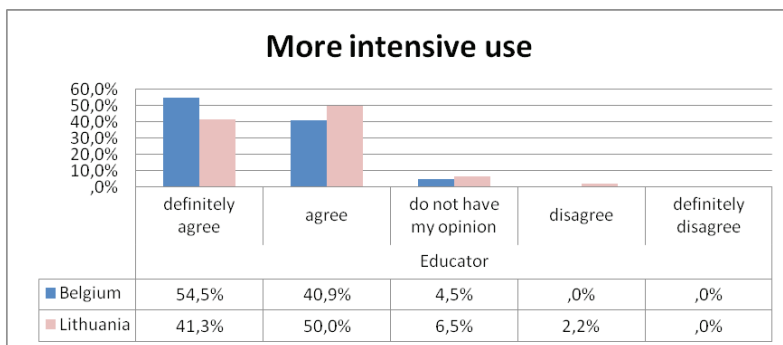
Lithuania: 28,3 % teachers definitely agree, 56,5 % – agree with the argument “constructively deal teacher and student”. 13,0 % *Lithuanian* teachers do not have their opinion, 2,2 % definitely disagree with the fact.

Belgium: 45,5 % teachers definitely agree, 45,5 % agree, 4,5 % do not have their opinion and 4, 5 % teachers definitely disagree with the statement “constructively deal with student student”.

Lithuania: 28,3 % teachers definitely agree, 56,5 % agree, 13,0 % do not have their opinion and 2,2 % disagree, that constructively deal student student is important to improve for better cooperation and communication in the education establishment.



89 figure. Construvly deal with student student



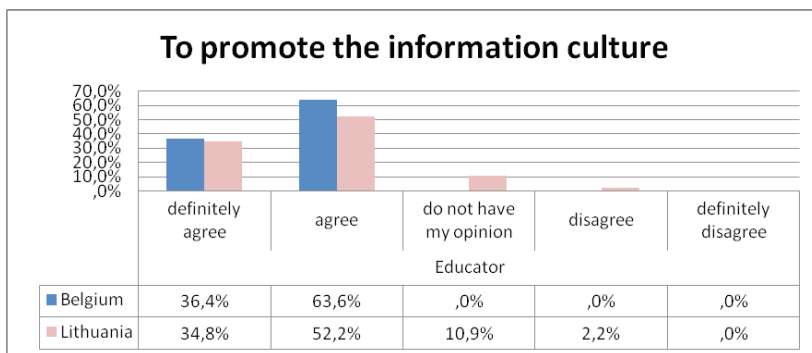
90 figure. More intensive use

Belgium: for better cooperation and communication in the education establishment 54,5 % teachers definitely agree, 40,9 % agree, 4,5 % do not have their opinion about the statement “more intensive use”.

Lithuania: 41,3 % teachers definitely agree, 50,0 % teachers agree, 6,5 % teachers do not have their opinion and 2,2 % disagree that more intensive use is important for better cooperation and communication in the education establishment.

Belgium: 36,4 % educators definitely agree, 63,6 % agree, that for better cooperation and communication in the education establishment it is important to promote the information culture.

Lithuania: 34,8 % teachers definitely agree, 52,2 % – agree, 10,9 % do not have their opinion and 2,2 % disagree with the importance of the statement “to promote the information culture”.

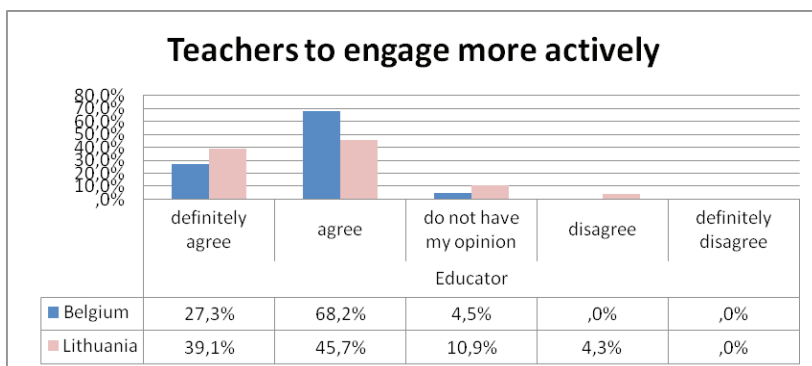


91 figure. To promote the information culture

For better cooperation and communication in the education establishment teachers express their opinion about teachers' engagement more actively.

Belgium: 27,3 % teachers definitely agree, 68,2 % agree and 4,5 % do not have their opinion about the statement, that teachers have to engage more actively.

Lithuania: 39,1 % teachers definitely agree, 45,7 % agree, 10,9 % do not have their opinion and 4,3 % *Lithuanian* teachers disagree that teachers have to engage more actively to make cooperation and communication in the education establishment better.



92 figure. Teachers to engage more actively

Conclusions

Learning based on experience has become a very important learning factor as individual has to be able to use his knowledge in constantly changing surroundings. It was found that the teacher's vocational development depends on the analysis of his experience and intensity of thinking. There are numerous examples of such learning not only in vocational activity of an individual, where it is of utmost importance as it helps in designing vocational career and study plans, but also in social and societal life as helps an individual to integrate into complex social and societal context and even influence it; consequently, it reflects the component of citizenship in a broad sense.

To sum up, it is possible to state that with the spread of learning technologies, special attention should be paid to the education of values, and social competence is one of them. Therefore, it is very important to root skills: to get on well with other persons (teachers, students), their groups, keep up interpersonal relations, find solutions, solve conflicts constructively, work and create together with other persons, help and inspire in seeking for common goals. In order to socialize in his/her environment, a person from his early years has to be among people, communicate, learn to cooperate, to be empathic, acknowledge another person.

Social skills are particularly important to citizens in building an open and democratic society in Lithuania and in the context of the world integration process.

Learning in groups develops the person's social skills. Learners learn to listen and understand their classmates, speak one by one, keep to the topic, take care of others, notice their needs. Social competence cannot be learned for the whole life, it has to be constantly renewed. These skills help people to live together and be useful in social and economic life of the country, they help to learn and efficiently carry out various tasks in vocational activity and social life.

The conducted empirical research confirmed that social competence is included into the activity competence model. Activity competence theoretical construct combines into a complex system intellectual skills, knowledge of a particular area, cognitive skills, strategies, social behaviour. Hence, we

may conclude social competence reveals through activities and learning. Social competence is vitally important for a young person seeking to become independent, able to be a competent citizen. The research indicates that social competence provides learners with necessary skills: to cope with challenges, maintain and develop friendly relations, be efficient in learning process, contributing to the group and community activities.

Communication is described as meaning creation and sharing process which is perceived as having verbal and non-verbal aspect. Effective communication with peers is associated with successful development of friendship.

Communication skills help learn to complete long-term assignments, work in group, where learners have to communicate not just during class time, but also via email communication, using Skype or Facebook. Such communication encourages learning to negotiate, listen to the other's opinion, etc.

The results showed that social competence among the Belgian survey participants is much stronger, because teachers and students trust and appreciate more each other compared to Lithuanian respondents. The research results revealed that democracy and trust are stronger in Belgian educational institution than in Lithuania; furthermore, students and teachers feel safer in Belgium too.

New technologies and their resulting opportunities for learners to interact with each other and with teachers, the ability to provide detailed material creates assumptions of holistic learning. This is illustrated by the findings obtained in a quantitative study.

In virtual learning environment, the relevance of social skills is obvious as this environment engages citizens into learning to communicate, create and share their knowledge. The research revealed the differences between Belgian and Lithuanian respondents in using media technologies. The technologies are more popular among young teachers and students in Lithuania and among senior teachers and nearly all the groups of students in Belgium.

Santrauka

Socialinė kompetencija apima tarpasmeninius ir tarpkultūrinius gebėjimus visaapimančia prasme. Svarbūs šios kompetencijos įgūdžiai: konstruktyvus bendravimas įvairiose aplinkose, tolerancija skirtingiems požiūriams, kitų supratimas, pasitikėjimas savimi ir kitais. Socialinės kompetencijos raiškai svarbus bendradarbiavimas, pagrįstas tarpasmeniniu ir socialiniu dalyvavimu skirtingose visuomenėse ir grupėse. Šiai kompetencijai reikėtų skirti žymiai didesnę dėmesį, nes netolerancijos kitam žmogui protrūkiai Europoje ima dažnėti, populistiniais šūkais prisidengiančios kraštutinės jėgos vis labiau matomos politiniame gyvenime. Neturėdama aktyvių, kritiškai ir savarankiškai mąstančių piliečių, demokratinė valdymo sistema gali į valdžią atvesti antidemokratinės jėgas ir sudaryti sąlygas įsigalėti ochlokratijai – trumparegiškai minios politikai. Globalizacija kuria įvairialypį ir įvairiais tinklais tarpusavyje susietą pasaulį. Žmonės turi įvaldyti kintančias technologijas ir suvokti didelį prieinamos informacijos kiekį. Šiame kontekste socialinė kompetencija, kurios reikia piliečiams, siekiantiems savų tikslų, yra vis sudėtingesnė, reikalauja daugiau žinių ir gebėjimų, ne tik siaurai apibrėžtų įgūdžių. Akivaizdu, kad Europai pagrindiniu iššūkiu gali tapti ne informacinės technologijos ar verslumas, o būtent socialinė kompetencija. Ir tai įmanoma pasiekti per mokymąsi. Diskusijose apie mokymąsi ir mokymosi kokybę mokymosi aplinka ir mokymosi kontekstas aptariami neatsiejamai kaip mokymosi kokybės garantas. Mokymosi aplinka suprantama kaip kompleksinė sąvoka, apglėbianti mokymosi vyksmą, pedagogo asmenybę, taikomus mokymosi metodus, technologijas, priemones, grupėmis besimokančiųjų tarpusavio sąveiką. Kitaip tariant, mokymasis suprantamas kaip socialinis reiškinys, kuriame žinių kūrimas vyksta dalijantis, bendradarbiaujant, sąveikaujant. Kryptingas ir patrauklus mokymasis gali vykti bet kokioje institucijoje (šeimoje, mokykloje, universitete ir kt.) grupėje ar bendruomenėje. Gyvenimo pokyčiai sąlygoja ugdymo idėjų kaitą, vyksta naujų, efektyvesnių mokymosi teorijų apie mokymą mokyti ir inovatyvių mokymo(si) metodų paieškos.

Aktualumas. Socialinė žmogaus būtis buvo ir yra svarbi visais egzistenciniais laikmečiais. Įvairovės pilname gyvenime žmogus glaudžiai susijęs

su kitais nuo pirmųjų savo gimties dienų iki išėjimo iš gyvenimo. Nors iš prigimties žmonės yra skirtingi: skiriasi asmenybinės jų savybės, intelektualiniai gebėjimai, emocinės išraiškos, valios pastangos ir kt., tačiau poreikį socialinei kompetencijai turi kiekvienas. Žmonių tarpusavio sąveika vienu su kitais reikalauja visapusiško atsiskleidimo, visiško socialumo. Tarpusavyje žmonės siekia išvystyti bendravimo sąveiką kaip Aš ir Tu. Tik žmonės, gebėdami būti atviri savo mintimis kitiems, gali vystyti bendrumą ir bendradarbiauti kaip Mes. Tarpasmeniniai santykiai pagal išlikimo sąlygas skirstomi į formalius ir neformalius. Formalius santykius kuria bendruomenė, o neformalus tarpusavio santykiai susiklosto savaime. Kartais neformalus santykiai atsiranda šalia formalių ir daro įtaką ne tik jiems, bet ir aplinkai. Socialinei kompetencijai vystytis yra svarbi aplinka, kurioje vyksta tam tikras gyvenimas. Labai reikšmingi psichosocialiniai procesai, vykstantys pedagogų, besimokančiųjų ir visos bendruomenės narių galvose. Pedagogai ir besimokantieji, jausdamiesi psichologiškai saugūs, laisviau ir dažniau reiškia savo idėjas, požiūrius, dalijasi turima patirtimi. Saugumas yra labai svarbus, nes jis veikia asmens saviraišką, laisvę ir nevaržo minties. Kai aplinka nėra saugi ir elgesio motyvus labiau lemia baimė, bendruomenės nariai (pedagogai, besimokantieji ir kt.) neišnaudoja galimybių, atsiriboja, užsisklendžia savyje. Socialinė aplinka veikia pedagogų, besimokančiųjų ir visos bendruomenės jausmus ir skatina arba slopina jų dalyvavimą bendroje institucijos veikloje. Siekiant kurti saugią ir draugišką aplinką, patartina įsidėmėti žmonių vardus ir kreiptis jais vieniems į kitus, nekritikuoti asmenybių ir nežlugdyti iniciatyvos, vengti sarkazmo, netaikyti griežtų apibendrinimų ten, kur galimi nesutarimai.

Anot V. J. Černiaus (2007), vienas iš pagrindinių socialinę kompetenciją ugdančių principų – gebėjimas mokytis su kitais ir vieniems iš kitų. Šiuo principu daug dėmesio skiriama tarpusavio sąveikai ir bendrai veiklai. Sąveikos tarp žmonių gali būti atsitiktinės ir giluminės. Atsitiktinės gali tęstis ilgai, bet gali greitai ir nutrūkti. Atsitiktinis bendravimas gali peraugti į pastovius tarpusavio santykius. Giluminiams ryšiams nebūtinai kasdieniai kontaktai, bet šio tipo socialinę sąveiką aktualu puoselėti ir skatinti. Taigi socialinio gyvenimo raiškai svarbus aktyvus žmogaus dalyvavimas, gebėjimas norus ir siekius išreikšti veikla.

Ne mažiau svarbus socialinės kompetencijos santykis su mokymo procesu ir jo organizavimu. Todėl mokymo procese pedagogas visų pirma yra

šio proceso organizatorius ir kūrėjas, kuriam būdingi bendradarbiavimo gebėjimai, pavyzdžiui, skatinti besimokančiuosius sąveikai ir efektyviai veiklai, siekiant mokymosi tikslų. Vienas svarbių pedagogo uždavinių – kurti lanksčią, mokymuisi palankią aplinką. Socialinės kompetencijos vystymas turėtų būti suprastas kaip integrali mokymosi proceso dalis, padedanti besimokantiesiems tarpusavyje sąveikauti, sėkmingai mokytis. Todėl socialinės kompetencijos (bendravimo ir bendradarbiavimo) vystymas galėtų būti integruotas į *curriculum*, naudojant mokymosi grupėse metodus, dirbant komandoje.

Mokymosi institucija suprantama kaip socialinė vieta, kurioje mokymasis vertinamas kaip socialinis reiškinys. Vadinasi, taip gali būti puoselėjama socialinė kompetencija.

Socialinė kompetencija – mūsų išgyvenimo šiame pasaulyje garantas. Ją turėdami lengviau komunikuojame su kitais žmonėmis, tobulėjame ir augame, įgyjame naujų žinių, siekiame karjeros ir pasitenkinimo gyvenimu. Sėkmingai socialinės kompetencijos plėtrai svarbi konstruktyvistinė mokymosi aplinka. Konstruktyvizmo šalininkai H. Gardneris (1991), E. Jansenas (1999), M. Teresevičienė, D. Oldroydas, G. Gedvilienė (2004) ir kiti teigia: mokymasis – žinių ir besimokančiojo kontempliavimo procesas. Šios teorijos šalininkų teigimu, žinių konstravimas vyksta socialiniame kontekste.

Mokymasis apima besimokančiųjų mąstymą ir jausmus. Žinių bei gebėjimų sklaida vyksta asmens ir grupės lygiais, todėl išmokus veikti bendrai įgaunama daugiau galios spręsti iškilusias problemas. Kad žmogus galėtų sėkmingai kurti savo gyvenimą bei dalyvauti kuriant visuomenės gerovę, būtina mobilizuoti daug kompetencijų. Europos Komisija išskyrė aštuonias pagrindines kompetencijas: bendravimą gimtąja bei užsienio kalbomis, matematinį raštingumą ir pagrindines gamtos mokslų ir technologijų kompetencijas, skaitmeninį raštingumą, mokymąsi mokytis, socialinius ir pilietinius gebėjimus, verslumą bei kultūrinį sąmoningumą. Kompetencijos yra bendras pagrindas visoms nacionalinėms ir europinėms švietimo kaitos iniciatyvoms ir skirtos visiems, prisidedantiems prie švietimo kūrimo: besimokantiesiems, darbdaviams, švietimo teikėjams ir rengėjams, politikams. Mokymąsi visą gyvenimą laiduojančios kompetencijos laikomos ypač svarbiomis žinių visuomenėje, nes garantuoja daugiau lankstumo darbo

rinkoje, prisitaikymą prie nuolatinės kaitos. Asmeninė kompetencija taip pat didina besimokančiojo motyvaciją, požiūrį į mokymąsi ir jo išskirtinumą. Anot dokumento *Key competences for lifelong learning. Recommendation of the European Parliament and of the Council* (2006), kiekvienas pilietis savo įgūdžius, žinias turi tobulinti nuolat, aktyviai dayvaudamas visuomeniniame gyvenime ir sėkmingai veikdamas kintančiame darbo pasaulyje.

Problemos pagrįstumas

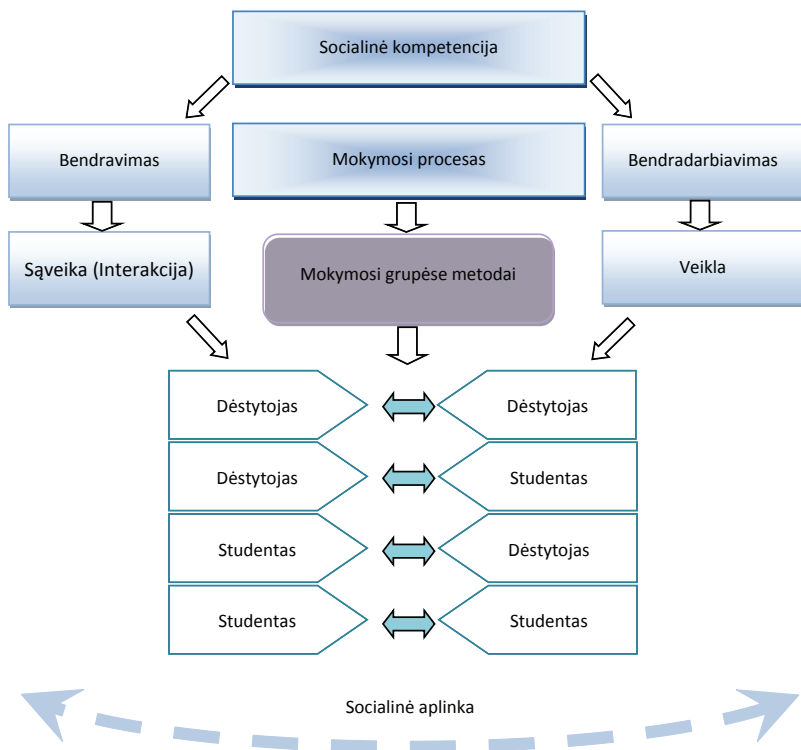
Nūdienos gyvenime, formuojantis naujai XXI a. visuomenės sandarai, kai keičiasi žmonių asmeninės, profesinės ir socialinės egzistavimo sąlygos, vis didėja visuomenės poreikiai ir vis labiau ryškėja socialinė kompetencija. Visų pirma galvojama apie pedagogus, kuriems neretai pritrūksta iniciatyvos, vidinės motyvacijos, kai kada – žinojimo sąveikaujant su besimokančiais stiprinti socialinės kompetencijos reiškinius: bendravimą ir bendradarbiavimą. Tobulinti bendravimo ir bendradarbiavimo kultūrą niekada ir niekam nevėlu. Šiame moksliniame darbe diskutuosime ir kalbėsime apie alikto socialinės kompetencijos tyrimo rezultatus: žvelgiant iš europietiškos patirties, lyginamuoju principu plėtojant socialinę kompetenciją dviejų valstybių institucijose (Belgijos ir Lietuvos).

2010–2011 m. autorė dalyvavo Grundtvig asistentų praktikų stažuotėje Belgijoje (Charlaroi) ir atliko tarptautinį lyginamąjį studentų ir dėstytojų socialinės kompetencijos tyrimą tarp Belgijos ir Lietuvos švietimo institucijų. Atliktas tyrimas leido pamatyti turimus socialinės kompetencijos panašumus ir skirtumus abiejuose šalyse.

Projektuojant šią mokslo studiją, detalai mąstyta apie struktūrą. Sudėtinga atskirti socialinę kompetenciją nuo kitų kompetencijų, nes kiekviena jų susieta su socialinės kompetencijos charakteristikomis. Taip pat buvo nelengva parengti instrumentą empiriniam tyrimui. Ilgametė mokslinė patirtis ir diskusijos subrandino autorę parengti modelį, kuris vizualiai iliustruoja socialinės kompetencijos logiką (1 pav.).

Tyrimo objektas – Belgijos ir Lietuvos pedagogų ir besimokančiųjų socialinė kompetencija.

Pristatomo empirinio tyrimo tikslas – lyginamuoju principu atskleisti Belgijos ir Lietuvos studentų ir dėstytojų socialinę kompetenciją išryškinius subjektų bendravimą ir bendradarbiavimą mokymosi procese.



1 pav. Socialinės kompetencijos struktūra

Tyrimo uždaviniai

1. Apibrėžti socialinės kompetencijos sampratą;
2. Pagrįsti socialinės kompetencijos metodologiją;
3. Išryškinti bendravimo ir bendradarbiavimo kaip socialinės kompetencijos pamatą;
4. Atskleisti ir palyginti Belgijos ir Lietuvos besimokančiųjų ir mokytojų bendravimo ir bendradarbiavimo gebėjimus;
5. Taikant mokymosi metodus, palyginti Belgijos ir Lietuvos pedagogų ir besimokančiųjų tarpusavio sąveiką mokymosi procese.

Atliekant tyrimus, buvo derinami teoriniai ir empiriniai metodai. Analizei taikyti šie **metodai**: literatūros šaltinių ir dokumentų analizė, anketavimas.

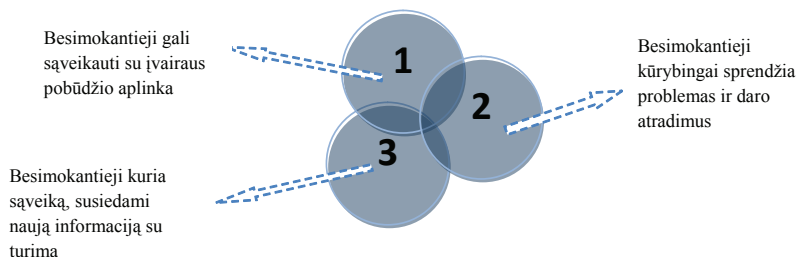
Matematinės statistikos metodai taikyti rezultatų analizei atlikti. Aprašomosios statistikos **metodai**: dažnių lentelė, vidurkiai, standartiniai nuokrypiai ir standartinės vidurkio paklaidos, stulpelių diagramos; skalių patikimumo analizė: Likerto skalės ir Cronbach alfa koeficientai; nepriklausomų imčių vidurkių palyginimai: (t-kriterijus); statistiniai ryšiai: Pirsono, Spirmeno ir Kendalio tau koeficientai. Abiejų šalių (Belgijos ir Lietuvos) pedagogų ir studentų socialinei kompetencijai ir jų skirtumams nustatyti taikyta dispersinė analizė (ANOVA); tiriamų reiškinių priklausomybė nustatyta panaudojus chi kvadrato (χ^2) kriterijų ir ryšio matus, susijusius su chi kvadrato statistika. Duomenys tvarkyti taikant *Microsoft Excel* ir SPSS programas.

Metodologinės nuostatos

Metodologiniu tyrimo pagrindu laikytinos humanistinė, kognityvinė ir socialinio konstruktyvizmo teorijos.

Socialinės kompetencijos pamatas – humanistinė koncepcija. Humanistinė ugdymo koncepcija akcentuoja žmogaus potencialą saviugdai ir individualių sprendimų priėmimui apie asmeninį vystymąsi. Humanistinėmis idėjomis grindžiami pedagogų ir besimokančiųjų tarpusavio santykiai, pasitikėjimas ir sąveika bei lygiavertės galimybės pripažinti ir vertinti kiekvieną asmenį. Pedagogas siekia padėti besimokančiajam suprasti ir pažinti save; todėl jis yra pagalbininkas ir vadovas. Humanistinės teorijos šalininkai akcentuoja žmogaus vertę, pripažinimą, poreikių suderinamumą, skatina asmenybės raišką. Kiekvienas siekia gyventi harmoningai; o harmonija pasiekama, kai žmogus yra atviras vidiniam ir išoriniam pasauliui. Mokymosi procese pedagogas ir besimokantieji stengiasi kurti tokią aplinką, kioje galėtų atpažinti vertybes. Išsiugdę vertybių sistemą, besimokantieji būtų stipresni, pakantesni vieni kitiems ir tvirčiau laikytų gyvenimą rankose, siektų socialinės kompetencijos bei visapusiškos harmonijos visur.

Kognityvinė koncepcija – tai mąstymo procesai, vykstantys per mokymąsi, kai naujos žinios klojamos ant senų, kitaip tariant, vystoma per supratimą. Kognityvinės teorijos pamatą, reikšmingą socialinei kompetencijai, iliustruoja 2 pav.



2 pav. Kognityvinės koncepcijos bruožai

Kognityvinės teorijos šalininkai (J. S. Bruneris, J. Piaget, L. S. Vygotskis) teigia: reikia sukurti aplinką ir tinkamas sąlygas besimokančiojo mokymui(si) ir pažintinei raidai. Kognityvinės teorijos pradininkai akcentuoja tris pamatinius bruožus: pirma – besimokantieji gali sąveikauti su įvairaus pobūdžio aplinka, antra – besimokantieji kūrybingai sprendžia problemas ir daro atradimus, trečia – besimokantieji kuria sąveiką, susiedami naują informaciją su turima.

L. S. Vygotskio pastebėjimu, kognityvinė teorija akcentuoja žmogaus pasaulio suvokimą, mąstymo gebėjimą perimant įvairių informaciją. Tačiau tarp pedagogo ir besimokančiųjų išryškėja mąstymo skirtumai. Akivaizdu, kad jiems įtakos turi žmogaus amžius, brendimas, aplinka. Kita vertus, anot J. Piaget'o, kad žmogus nuo pat gimimo stengiasi kuo patogiausiai prisitaikyti prie aplinkos, nes jį nuolat veikia įvairios socialinės įtrauktys. J. Brunerio teigimu, besimokančiųjų kognityvinių funkcijų vystymuisi būdingos veiksmų (per veikimą suvokiama aplinka), vaizdų (informacija priimama ir fiksuojama vaizdais) ir simbolių (mąstant dominuoja kalba ir logika) stadijos, kurios pasireiškia per socialinę kompetenciją (bendravimą ir bendradarbiavimą).

J. Piaget pateikia bendrinius principus ir teigia: žmonės vystosi skirtingais tempais, vystymasis yra palyginti tvarkingas procesas ir vyksta nuosekliai. Tačiau visa tai priklauso nuo žmogaus brendimo (biologinių ir fiziologinių pokyčių), aktyvumo (dalyvavimo aplinkos veikloje), socialinio patyrimo (pedagogo ir besimokančiųjų tarpusavio sąveikavimo bei socialinės transmisijos, t. y. mokymosi vieniems iš kitų) ir pusiausvyros (gebėjimo priimti, analizuoti ir sintezuoti naujus įvykius).

Konstruktivizmo teorija nagrinėja žmogiškojo mokymosi prigimtį ir sąlygas, skatinančias mokymąsi. Konstruktivizmo sąvoka kildinama iš J. Piaget'o, J. S. Brunerio kognityvinių koncepcijų ir siejama su mokymusi, atrandamu per besimokančiojo aktyvumą. Pastaraisiais dešimtmečiais konstruktivizmas yra švietimo krypties mokslininkų prioritetinė sritis. Šiuolaikinėse mokymosi teorijose plačiai diskutuojama apie mokymosi strategijas kaip besimokančiųjų žinių kūrimą, gebėjimą kurti prasmes, naujas žinias konstruoti iš senų ir apskritai gebėti mokytis sokratiškuoju metodu. Todėl konstruktivizmo šalininkai teigia: mokymasis yra prasių paieška. Besimokantieji savo žinias kuria remdamiesi ankstesne patirtimi, integruodami naują informaciją į jau turimų žinių bagažą.

Remiantis konstruktivizmo nuostatomis, akcentuojamas socialinis ryšys tarp pedagogo ir besimokančiojo. Socialinė sąveika gali sąlygoti žinių konstravimo ir transformavimo procesą, kai besimokantieji, mokydamiesi kartu, kuria naujas koncepcijas ir gebėjimus. Besimokantieji patys tobulina savo kognityvines struktūras ir gebėjimus bendraudami, aiškindamiesi, diskutuodami bei klausinėdami bendradarbiavimo atmosferoje. Todėl socialinė kompetencija tampa svarbi ne tik pedagogo profesiniam tobulėjimui, bet ir kolegiškų santykių vystymui su kitais pedagogais. Taip pat ji svarbi kuriant besimokantiesiems draugišką mokymosi aplinką, kuri pasižymi pagarbiu bendravimu ir bendradarbiavimu bei pagalba studentams. Konstruktivizmo koncepcijos pagrindu atsiranda sąlygos vystyti holistinę edukologinę ugdymo sistemą. Juolab, kai žmogaus prigimtis reikalauja integralių poveikio būdų, kurie plėtotų ne vieną kryptį ar būdą, bet visapusišką.

Pagrindiniai šios mokslo studijos rezultatai:

- *Apibrėžta* socialinės kompetencijos samprata;
- *Pagrįsta* socialinės kompetencijos metodologija. Konceptualiai bendravimas apibūdinamas kaip prasių kūrimo ir dalijimosi procesas, suprantamas kaip turintis verbalinį ir neverbalinį aspektus;
- *Nusakytas* bendravimo ir bendradarbiavimo kaip socialinės kompetencijos pamatas. Paaiškėjo, kad socialinė kompetencija reiškiasi per veiklas, mokymąsi. Todėl ji gyvybiškai svarbi šiuolaikiniam jaunam žmogui, siekiančiam tapti nepriklausomu, gebančiam būti kompetingu piliečiu. Kita vertus, socialinė kompetencija besimokantiesiems suteikia reikalingų

įgūdžių: susidoroti su iššūkiais, palaikyti ir ugdytis draugiškus santykius, būti efektyviems mokymosi procese, prisidėti prie bendruomenės ir grupės veiklos;

– *Atlikta* Belgijos ir Lietuvos studentų ir pedagogų bendravimo ir bendradarbiavimo gebėjimų tyrimų lyginamoji analizė. Statistinių metodų pagrindu nustatyti skirtumai tarp šalių. Rezultatai parodė, kad Belgijos (Charleroi) institucijoje stipresnė socialinė kompetencija. Dėstytojai ir studentai labiau pasitiki savimi ir labiau vertina vieni kitus. Rezultatai atskleidė, kad Belgijoje išvystyta stipresnė demokratija, tikėjimas ir pasitikėjimas vienu kitais, tiek dėstytojai, tiek studentai jaučiasi saugesni;

– Taikant mokymosi metodus, palyginti Belgijos ir Lietuvos studentų ir pedagogų tarpusavio sąveiką mokymosi aplinkoje.

Šią mokslo studiją sudaro dvi dalys: teorinė ir empirinė. *Teorinėje* dalyje apžvelgiama socialinės kompetencijos raiška. *Pirmąją* – teorinę – dalį aprėpia trys skyriai. Pirmame skyriuje apibūdinama socialinės kompetencijos apibrėžtis, sąvokos vartoseną, kaip ir kodėl socialinė kompetencija svarbi ugdytojo veikloje. Antrame skyriuje charakterizuojamas mokymosi aplinkos vaidmuo pedagogo ir studento socialinei kompetencijai. Trečiame skyriuje analizuojama bendravimo ir bendradarbiavimo, kaip socialinės kompetencijos pamatinių reiškinių, sąsajos ir gebėjimai mokymosi procese. *Empirinėje* dalyje pristatoma tyrimo metodologija, kurioje pateiktos pagrindinės teorinės koncepcijos, pasitelktos kuriant ir vystant empirikos procesą. Tyrimo rezultatai aptariami šalių (Belgijos ir Lietuvos) lyginamuoju principu, nuoseklumo seka. Atskleidžiama abiejų šalių dėstytojų ir studentų, bendravimo, kaip santykių dominavimo ir bendradarbiavimo, kaip veiklos išvystymo, įvairovė. Viename poskyrių pristatomi *ugdytojų ir studentų medijų technologijų naudojimas*. Trečiame poskyryje pristatoma studentų ir ugdytojų interakcija aplinkoje bei detalizuojami gauti rezultatai. Dėstytojų ir studentų nuomonė apie metodų įvairovę, jų taikymą ir pranašumus šalių atžvilgiu pateikta viename iš skyrelių. Antrame skyrelyje pateikiama, ką šalių pedagogai ir studentai mano apie metodų naudą mokymosi procesui. Trečiame poskyryje pristatomi rezultatai, kiek procentų aktyvių mokymosi metodų naudojama paskaitose. Ketvirtas poskyris skirtas abiejų šalių dėstytojų nuomonei, išreikštai apie socialinės kompetencijos tobulintinus gebėjimus, pristatyti.

Išvados

Tobulėjant ir sparčiai vystantis mokymosi technologijoms, ypač daug dėmesio turi būti kreipiama į vertybinių galių ugdymą, o socialinė kompetencija yra viena iš jų. Todėl labai svarbu diegti gebėjimus: sugyventi su kitais asmenimis (pedagogas, besimokantysis), jų grupėmis, užmegzti ir palaikyti tarpasmeninius ryšius, rasti kompromisus, konstruktyviai spręsti konfliktus; mokytis dirbti ir kurti kartu su kitais asmenimis, padėti jiems, įtikinti ir patraukti siekiant įgyvendinti bendrus tikslus. Kad besiuogdantis asmuo galėtų socializuotis aplinkoje, jis nuo pat mažens turi gebėti būti tarp žmonių, bendrauti, mokytis bendradarbiauti, sugebėti pabūti kito kailyje, priimti kitą tokį, koks šis yra. Kitaip tariant, bendravimas apibūdinamas kaip prasmų kūrimo ir dalijimosi procesas, suprantamas kaip turintis verbalinį ir neverbalinį aspektus. Efektyvus bendravimas su bendraamžiais siejamas su sėkmingu draugystės vystymu.

Socialinė kompetencija ypač svarbi piliečiams kuriant atvirą ir demokratinę visuomenę tiek Lietuvoje, tiek viso pasaulio visuomenės integracijos proceso kontekste.

Atliktas empirinis tyrimas patvirtino: socialinė kompetencija įtraukta į veiklos kompetencijos modelį. Veiklos kompetencijos teorinis konstruktas į sudėtingą sistemą sujungia intelektinius gebėjimus, tam tikros srities žinias, kognityvinius gebėjimus, strategijas, socialinę elgseną. Paaiškėjo, kad socialinė kompetencija reiškiasi per veiklas, mokymąsi. Todėl ji yra gyvybiškai svarbi šiuolaikiniam jaunam žmogui, siekiančiam tapti nepriklausomu, gebančiam būti kompetentingu piliečiu. Tyrimai parodė, kad socialinė kompetencija suteikia besimokantiesiems reikalingų įgūdžių: susidoroti su iššūkiais, palaikyti ir ugdytis draugiškus santykius, būti efektyviems mokymosi procese, prisidėti prie bendruomenės ir grupės veiklos.

Virtualioje mokymosi aplinkoje išryškėja socialinės kompetencijos svarba, nes ši aplinka įpareigoja piliečius mokytis bendradarbiauti, kurti savo žinojimą bei dalytis. Tyrimai atskleidė skirtingus Belgijos ir Lietuvos respondentų, naudojančių medijos technologijas, apklausos rezultatus. Jaunesni Lietuvos dėstytojai labiau naudoja virtualų bendravimą nei Belgijos dėstytojai. Rezultatai parodė, kad Belgijos ugdymo institucijoje išvystyta stipresnė demokratija, tikėjimas ir pasitikėjimas vienu kitais, tiek dėstytojais, tiek studentai jaučiasi saugesni.

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Appendix _____

Please answer/questionnaire questions in a form. The aim of the research is the development of social competence in adult education institution interaction of teaching / learning process subjects.

Student – Student; Student – Teacher.

I. Communication and cooperation skills

1. Assess the interaction between Student-Student in educational institution:

A. Possible COMMUNICATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Say hello to each other					
2.	We call each other by names					
3.	We respect each other					
4.	We say compliments to each other					
5.	Share and provide help to each other					
6.	We can be able to stay in the other shoes, to empathize with the other					
7.	Say to each other our opinion					
8.	Listen to each other					
9.	We are attentive to each other					
10.	We try to understand each other					

11.	Know how to enjoy another success					
12.	More confident when we share information with other					
13.	Are able to take a risky decisions					
14.	Discussing regularly					
15.	We communicate with each other by emails					
16.	We communicate with each other on Skype					
17.	We communicate with each other on Face book					
18.	We are talking with each other on phones					
19.	We are able to resolve conflicts					
20.	We are not afraid to make mistakes					

B. Possible COOPERATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	We are able to work in a team with other students					
2.	By working together we successfully combine the cultural differences					
3.	Together with other students we prepare subjects settlements					
4.	We are active in planning and organizing institution action					

5.	We are active in making the activities of the institution					
6.	We are gathering into teams with others students and make assigned tasks by an educational institution					
7.	Actively participate in meetings of the community of institution					
8.	We are engaged in a debate making decisions					
9.	We assume responsibility in solving institutions operational issues					
10.	Together with other students we are preparing projects for institution improving					

1. Assess the interaction STUDENT – TEACHER in educational institution:

A. Possible COMMUNICATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Teacher communicates with all students					
2.	Listens attentively to each student					
3.	Always suggests something to students					
4.	Teacher says encouraging compliments					
5.	Teacher behaves collegially in cooperation with students					
6.	When students need help always helps them					

7.	Is tolerant, even when a student action is wrong					
8.	Always answers students' questions					
9.	Has a sense of humor, so does not avoid jokes					
10.	Is able to tell funny stories					
11.	Teachers communicate with students using emails					
12.	Communicating with students uses Skype					
13.	Communicating with students uses facebook					
14.	Properly responds to students' frustration: are not paying attention, are changing the topic or activity, etc.					
15.	Avoids unpleasant, conflict situations					
16.	In an emergency situation are able to control themselves					
17.	Always adhere the word					
18.	Participate in the decisions of students concerns					
19.	Calmly listens when students tell them unpleasant news					
20.	Is tolerant of different thinking students					

B. Possible COOPERATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Encourage students to participate in classroom discussions					
2.	Include students to participate in team project preparation					

3.	Apply group learning methods for active students inclusion in the presentation of new material					
4.	Use group learning methods for active students inclusion in the general conclusion of new material					
5.	Use active learning methods when take to students feedback					
6.	Together with students create projects to improving institutions (school) infrastructure					
7.	Encourage students to participate in joint meetings of the school community					
8.	Together with students are gathering to commands and make assignments designated by educational institution					

II. Student and teacher interactions in classroom

1. Asses methods, which teacher mostly use in classroom?

(Select one answer for each variant)		Always	Often	Sometimes	Never	No answer
1	Teacher's interpretation					
2	Self-analysis of literature					
3	Self (individual) work in class					
4	Workshop					
5	Debate					
6	Reflection					
7	Project Preparation					

8	Practical skills in laboratories, workshops etc.					
9	Case study					
10	Role play					
11	Other methods- specify:					

2. What are the most important benefits of active learning methods?

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Students are interested in working during lessons					
2.	Better opportunities to express their thoughts					
3.	Is developing the ability to hear other friends					
4.	Become better communication skills between students and students					
5.	Become better communication skills among teachers and students					
6.	Other					

3. How many percent of the active learning methods you are using for learning in classroom?

		Always	Souvent	Parfois	Jamais	Je ne peux pas répondre
1.	Less than 25 percent					
2.	26–50 percent					
3.	51–75 percent					
4.	76–100 percent					
5.	Other					

III. Demographic data

1. Age:

24-29 30-39 40-49 50-59 other

Nationality _____

Sex: male female

Course, school, classroom (write).....

Thanks

Please answer questions in a form/questionnaire. The aim of the research is the development of social competence in adult education institution interaction of teaching / learning process subjects.

Teacher – Teacher; Teacher – Student.

I. Communication and co-operation skills

1. Assess the interaction between TEACHER – TEACHER in educational institution:

A. Possible COMMUNICATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Say hello to each other					
2.	We call each other names					
3.	We respect each other					
4.	We say to each other compliments					
5.	Share and provide help to each other					
6.	We can be able to stay the other shoes, to empathize with the other					
7.	Say to each other our opinion					
8.	Listen to each other					
9.	We are attentive to each other					
10.	We try to understand each other					
11.	Know how to enjoy another success					
12.	More confident when we share information with other					
13.	Are able to take a risky decisions					
14.	Discussing regularly					

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
15.	We communicate with each other by e-mail					
16.	We communicate with each other on Skype					
17.	We communicate with each other on facebook					
18.	We are talking with each other on phones					
19.	Be able to resolve conflicts					
20.	We are not afraid to make mistakes					

C. Possible COOPERATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	We think originally and creating new ideas					
2.	We can work in a team with other teachers					
3.	We are flexible for innovations					
4.	Helping to organize the activities of the institution					
5.	Join organization activities implementation					
6.	We are working collectively in teaching subjects groups (French class, English class, mathematic and etc.)					
7.	We are gathering into teams and carry out tasks assigned to an educational institution					
8.	Problems of education institutions we resolve with community in general meetings					

9.	We are gathering to debate decision					
10.	We assume responsibility in solving institutions operational issues					
11.	Together with colleagues we are creating projects for institution improving					

1. Assess the interaction TEACHER – STUDENT in educational institution:

A. Possible COMMUNICATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	We can to communicate with all students					
2.	Listen attentively to each student					
3.	We always suggest to students					
4.	We are saying promotions compliments for students					
5.	Communicating with students we behave collegially					
6.	We recognize when a student needs help and provide it					
7.	We are a tolerant, even student action is wrong					
8.	We always answer to student question					
9.	We have a sense of humor, so do not avoid jokes					
10.	Are able to tell funny stories					

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
11.	If it is important we communicate with students using e-mails					
12.	To communicate with students we use Skype					
13.	To communicate with students we use facebook					
14.	Properly respond to students' frustration: are not paying attention, are changing the topic or activity, etc.					
15.	We avoid unpleasant, conflict situations					
16.	In an emergency situation are able to control ourselves					
17.	Always adhere the word					
18.	We participate in the decisions of students concerns					
19.	We calmly listen when students told us unpleasant news					
20.	We are tolerant of different thinking students					

B. Possible COOPERATION options

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	We encourage students to participate in classroom discussions					
2.	We include students to participate in team project preparation					

3.	We apply group learning methods for active students inclusion in the presentation of new material					
4.	We use group learning methods for active students inclusion in the general conclusion of new material					
5.	We use methods of learning by providing students with feedback					
6.	Together with students we create projects to improving institutions (school) infrastructure					
7.	We encourage students to participate in joint meetings of the school community					
8.	Together with students we are gathering to commands and make assignments designated by educational institution					

II. Teacher and student interactions in classroom

1. How often do you use the following teaching / learning methods in interaction with students?

(Select one answer for each variant)		Always	Souvent	Parfois	Jamais	Je ne peux pas répondre
1.	Teacher interpretation					
2.	Self-analysis of literature					
3.	Self (individual) work in class					
4.	Workshop					
5.	Debate					
6.	Reflection					

7.	Project Preparation					
8.	Practical skills in laboratories, workshops etc.					
9.	Case study					
10.	Role play					
11.	Other methods - specify:					

2. What are the most important benefits of active learning methods?

(Select one answer for each variant)		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Students are interested in working during lessons					
2.	Better opportunity to express their thoughts					
3.	Is developing the ability to hear other friends					
4.	Become better communication skills between students and students					
5.	Become better communication skills among teachers and students					
6.	Other					

3. How many percent of the active learning methods you are using for interaction with students in class?

(Select one answer for each variant)		Always	Souvent	Parfois	Jamais	Je ne peux pas répondre
1.	Less than 25 percent					
2.	26–50 percent					
3.	51–75 percent					
4.	76–100 percent					
5.	Other					

4. In order to more successful communication and cooperation between adult education institutions we want to improve

Skills for improvement		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	More intensive communicate with students, not only during lectures					
2.	To plan and organize the students teamwork					
3.	To promote intercommunication among the students					
4.	Constructively deal with conflicts between teachers and students					
5.	Constructively deal with conflicts between students and students					
6.	More intensive use of active learning methods					
7.	To promote the information culture development of teachers					
8.	Teachers to engage more actively in strengthening the school's activity					
9.	Others					

II. Demographic data

Please select appropriate option for you

Education:

Higher

Higher bachelor

High master

Professional

Other (write)

Work experience (year)

Until 5

6–10

11–20

21–30

Other

Age:

25–29 30–39 40–49 50–59 other

Sex: male female

Nationality

Thank you!

Somer's d range correlation coefficient of statistical results in countries of (Belgium / Lithuania) between teachers and students

No.	Questions	Different students/teachers (Belgium)	Different students/teachers (Lithuania)
1.	Say hello to each other	-,17	-,17*
2.	We call each other names		
3.	We respect each other	-,08	-,35***
4.	We say to each other compliments	-,25	-,23*
5.	Share and provide help to each other	-,14	-,37***
6.	We can be able to stay the other shoes, to empathize with the other	-,18	-,34***
7.	Say to each other our opinion	-,20	-,07
8.	Listen to each other	-,27	-,28
9.	We are attentive to each other	-,32*	-,34***
10.	We try to understand each other	-,19	-,20*
11.	Know how to enjoy another success	-,29*	-,22**
12.	More confident when we share information with other		
13.	Are able to take a risky decisions	-,17	-,22*
14.	Discussing regularly	29*	-,23**
15.	We communicate with each other by e-mails	-,27*	-,13
16.	We communicate with each other on Skype	-,03	-,36***
17.	We communicate with each other on Face book	-,10	-,42***
18.	We are talking with each other by phones	-,06	-,07
19.	We are able to resolve conflicts	-,27*	-,15
20.	We are not afraid to make mistakes	-,18	-,08
21.	We are able to work in a team with other	-,27*	-,38***

No.	Questions	Different students/teachers (Belgium)	Different students/teachers (Lithuania)
22.	We think originally and creating new ideas	-,17	-,12
23.	We can work in a team with other	-,27*	-,38***
24.	We are flexible for innovations	-,25*	-,34***
25.	Helping to organize the activities of the institution	-,47***	-,29**
26.	Join to organization activities implementation	-,38**	-,34***
27.	We are working collectively in teaching subjects groups		
28.	We are gathering into teams and carry out task assigned to an educational institution	-,30*	-,37***
29.	Problems of education institutions we resolve with community in general meetings	-,04	-,26**
30.	We are gathering to debate decision	-,07	-,34***
31.	We assume responsibility in solving institutions operational issues	-,20	-,34***
32.	Together with colleagues we are creating projects for institution improving	-,14	-,45***
33.	We can communicates with all	-,44***	-,12
34.	Listens attentively to each other	-,27*	-,23*
35.	We always suggest	-,28*	-,23**
36.	We are saying promoting compliments for students	-,35**	-,30**
37.	Communicating with students we behave collegially	-,22	-,18*
38.	We recognize when a student needs help and provide it	-,33*	-,14
39.	We are tolerant, even when a students action is wrong	-,23	-,13
40.	We always answer student question	-,24*	-,30***
41.	We have a sense of humor, so do not avoid jokes	-,07	-,19*
42.	Are able to tell funny stories	-,05	-,01

No.	Questions	Different students/teachers (Belgium)	Different students/teachers (Lithuania)
43.	Properly responds to students' frustration: are not paying attention, are changing the topic or activity, etc.	-,36*	-,28**
44.	We avoids unpleasant, conflict situations	-,21*	-,27**
45.	In an emergency situation are able to control themselves	-,17	-,26**
46.	Always adhere the word	-,38**	-,25**
47.	Participate in the decisions of students concerns	-,31**	-,19*
48.	Calmly listens when students tell them unpleasant news	-,20	-,25**
49.	Is tolerant of different thinking students	-,09	-,39***
50.	Encourage students to participate classroom discussions	-,44***	-,33***
51.	Include students to participate in team project preparation	-,37**	-,45***
52.	Apply group learning methods for active students inclusion in the presentation of new material	-,26*	-,37***
53.	Use group learning methods for active students inclusion in the general conclusion of new material	-,21	-,43***
54.	Use active learning methods when take to students feedback	-,15	-,42***
55.	Together with students create projects to improving institutions (school) infrastructure	-,25*	-,26**
56.	Encourage students to participate in joint meetings of the school community	-,07	-,34***
57.	Together with students are gathering to commands and make assignments designated by educational institution	-,11	-,37***
58.	Teacher's interpretation	-,19	-,07
59.	Self-analysis of literature	-,36**	-,16
60.	Self (individual) work in class	-,13	-,10
61.	Workshop	-,03	-,14

No.	Questions	Different students/teachers (Belgium)	Different students/teachers (Lithuania)
62.	Debate	-,18	-,14
63.	Reflection	-,23	-,39***
64.	Project Preparation	-,14	-,22*
65.	Practical skills in laboratories, workshops etc.	-,15	-,12
66.	Case study	-,01	-,16
67.	Role play	-,28*	-,08
68.	Students are interested in working during lessons	-,41**	-,17
69.	Better opportunities to express their thoughts	-,34*	-,19*
70.	Is developing the ability to hear other friends	-,33*	-,24**
71.	Become better communication skills between students and students	-,33*	-,26**
72.	Become better communication skills among teachers and students	-,21	-,38***
73.	Less than 25 percent	-,04	-,18*
74.	26-50 percent	-,24	-,08
75.	51-75 percent	-,20	-,09
76.	76-100 percent	-,01	-,22*
77.	Less than 25 percent		

Students and teachers Somer's d range correlation coefficient of statistical results between countries (Belgium / Lithuania)

No.	Questions	Different students/ students (Belgium, Lithuania)	Different teachers/ teachers (Belgium, Lithuania)
1.	Say hello to each other	3,64***	2,78**
2.	We call each other names	3,65***	3,47**
3.	We respect each other	5,35***	1,14
4.	We say to each other compliments	-,19	-,22
5.	Share and provide help to each other	5,07***	1,29
6.	We can be able to stay the other shoes, to empathize with the other	4,96***	1,03
7.	Say to each other our opinion	3,85***	3,18**
8.	Listen to each other	4,71***	2,86**
9.	We are attentive to each other	3,14**	1,99*
10.	We try to understand each other	3,33**	1,58
11.	Know how to enjoy another success	1,15	1,17
12.	More confident when we share information with other	-1,93*	-2,49*
13.	Are able to take a risky decisions	-1,32	-1,27
14.	Discussing regularly	1,29	1,33
15.	We communicate with each other by e-mails	-,69	,53
16.	We communicate with each other on Skype	-5,93***	-1,18
17.	We communicate with each other on Face book	-5,36***	,86
18.	We are talking with each other by phones	-4,16***	-1,40
19.	We are able to resolve conflicts	-,36	,82
20.	We are not afraid to make mistakes	,56	1,34
21.	We are able to work in a team with other		

No.	Questions	Different students/ students (Belgium, Lithuania)	Different teachers/ teachers (Belgium, Lithuania)
22.	We think originally and creating new ideas	-,68	-,07
23.	We can work in a team with other	2,23*	,53
24.	We are flexible for innovations	,56	-,79
25.	Helping to organize the activities of the institution	-,25	1,43
26.	Join to organization activities implementation	,59	,85
27.	We are working collectively in teaching subjects groups	,30	,21
28.	We are gathering into teams and carry out task assigned to an educational institution	1,22	,36
29.	Problems of education institutions we resolve with community in general meetings	-,32	-1,71*
30.	We are gathering to debate decision	1,21	-1,58
31.	We assume responsibility in solving institutions operational issues	2,82**	-2,52*
32.	Together with colleagues we are creating projects for institution improving	3,82***	-,47
33.	We can communicates with all	1,01	3,23**
34.	Listens attentively to each	,72	,75
35.	We always suggest	,99	,77
36.	We are saying promotions compliments for students	2,07*	1,84
37.	Communicating with students we behave collegially	-,12	,31
38.	We recognize when a student need help and provide it	,70	1,99*
39.	We are a tolerant, even a student action is wrong	-1,84	-3,51***
40.	We always answer to student question	2,27*	,86

No.	Questions	Different students/ students (Belgium, Lithuania)	Different teachers/ teachers (Belgium, Lithuania)
41.	We have a sense of humor, so do not avoid jokes	1,77	,38
42.	Are able to tell funny stories	-1,43	-,39
43.	Properly responds to students' frustration: are not paying attention, are changing the topic or activity, etc.	-1,97*	-,65
44.	We avoids unpleasant, conflict situations	,66	-,11
45.	In an emergency situation are able to control themselves	2,60**	,67
46.	Always adhere the word	,85	1,39
47.	Participate in the decisions of students concerns	-,35	,99
48.	Calmly listens when students tell them unpleasant news	1,76	,98
49.	Is tolerant of different thinking students	2,74**	-,89
50.	Encourage students to participate classroom discussions	,03	,66
51.	Include students to participate in team project preparation	-,13	-1,19
52.	Apply group learning methods for active students inclusion in the presentation of new material	-,53	-1,48
53.	Use group learning methods for active students inclusion in the general conclusion of new material	-,39	-1,98*
54.	Use active learning methods when take to students feedback	,42	-1,73
55.	Together with students create projects to improving institutions (school) infrastructure	-1,33	-1,27
56.	Encourage students to participate in joint meetings of the school community	-1,48	-3,09**

No.	Questions	Different students/ students (Belgium, Lithuania)	Different teachers/ teachers (Belgium, Lithuania)
57.	Together with students are gathering to commands and make assignments designated by educational institution	-,08	-,38
58.	Teacher's interpretation	-5,00***	-4,52***
59.	Self-analysis of literature	-4,25***	1,30
60.	Self (individual) work in class	-1,77	,63
61.	Workshop	-1,99*	-,31
62.	Debate	1,73	1,32
63.	Reflection	4,38***	,91
64.	Project Preparation	1,15	-1,89*
65.	Practical skills in laboratories, workshops etc.	-6,51***	-2,46*
66.	Case study	-,31	-1,52
67.	Role play	-,81	,63
68.	Students are interested in working during lessons	,58	2,62**
69.	Better opportunities to express their thoughts	1,46	2,01*
70.	Is developing the ability to hear other friends	-,52	,80
71.	Become better communication skills between students and students	,17	,55
72.	Become better communication skills among teachers and students	2,70**	-,28
73.	Less than 25 percent	-3,05**	-,32
74.	26-50 percent	-4,97***	,12
75.	51-75 percent	-1,40	1,10
76.	76-100 percent	,14	,40
77.	More intensive communicate		,21
78.	To plan and organize the students teamwork		-1,35
79.	To promote intercomunication		1,35

No.	Questions	Different students/ students (Belgium, Lithuania)	Different teachers/ teachers (Belgium, Lithuania)
80.	Constructively deal teacher and student		1,74
81.	Constructively deal with student student		1,35
82.	More intensive		1,11
83.	To promote the information culture		,80
84.	Teachers to engage more actively		-,27

Gedvilienė, Genutė

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Social competence is our guarantee of survival in this world. Having it is easier to communicate with other people, grow and develop ourselves, we gain new knowledge, and we seek a career and life satisfaction. In this study is presented a theoretical concept of social competence and practical quantitative international study conducted in Belgium and Lithuania. Comparative analysis of research was done between Belgium and Lithuania students and teachers' in communication and cooperation skills. In this study is presented detailed investigations. The results showed that the stronger social competence is in Belgium (Charleroi) institution. Teachers and students are more confident and more appreciated to each other. The study revealed that in Belgium adult education institution is a stronger developed a social existence of learners and teachers, faith and trust to each other, teachers and students feel safer.

Socialinė kompetencija – mūsų išgyvenimo šiame pasaulyje garantas. Ją turėdami lengviau komunikuojame su kitais žmonėmis, tobulėjame ir augame, įgyjame naujų žinių, siekiame karjeros ir pasitenkinimo gyvenimu. Šioje mokslo studijoje pristatoma teorinė socialinės kompetencijos samprata ir praktinis kiekybinis tarptautinis tyrimas, vykdytas Belgijoje ir Lietuvoje. Atlikta Belgijos ir Lietuvos studentų ir pedagogų bendravimo ir bendradarbiavimo gebėjimų tyrimų lyginamoji analizė. Mokslo studijoje pateikti išsamūs tyrimai. Rezultatai parodė, kad Belgijos (Charleroi) institucijoje stipresnė socialinė kompetencija. Dėstytojai ir studentai labiau pasitiki savimi ir labiau vertina vieni kitus. Tyrimas atskleidė, kad Belgijos suaugusiųjų švietimo institucijoje išvystyta stipresnė besimokančiųjų ir pedagogų socialinė būtis, tikėjimas ir pasitikėjimas vienu kitais, dėstytojai ir studentai jaučiasi saugesni.

Genutė Gedvilienė
Social Competence of Teachers and Students.
The Case Study of Belgium and Lithuania
Scientific study

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