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SOCIAL SKILLS OF THE SCHOOLCHILDREN ATTENDING PHYSICAL EDUCATIONS LESSONS

Аннотация: за несколько последних лет исследователи уделяют все больше и больше внимание на коммуникативные навыки детей дошкольного возраста, но все еще недостаточное внимание уделяется исследованию, касаемо коммуникативных навыков дошкольников, посещающих уроки физической культуры. Авторы подчеркивают, что именно по этой причине, статья посвящена обсуждению уровня коммуникативных навыков на уроках физической культуры и значению коммуникативных навыков дошкольников.

Ключевые слова: коммуникативные навыки, коммуникативные навыки, возникающие в определенной ситуации, дети дошкольного возраста.

Abstract: in recent years researchers are paying more and more attention to the social skills of schoolchildren but we still lack research works on the social skills of the schoolchildren attending PE classes. the authors outlines that for this reason, the level of the social skills in the PE lessons and the importance of social skills for the schoolchildren will be discussed in the article.

Keywords: social skills, social situational skills, shoolchildren.

Development of social skills is important because in the contemporary school not enough attention is paid to the harmonious spread of the young personality. More and more schools are paying more attention to the development of social skills in PE classes.

According to Hellison, 2011 social skills are important as a dynamic PE lesson today opens various opportunities to communicate and interact. The researchers (Weisberg, Domitrovich, Gullotta, 2015) state that schoolchildren who possess enough social skills, can apply the knowledge more effectively, they also tend to control their emotions, can better reach their aims, can create better, and are not afraid to take responsibilities. For that reason, social skills acquired at school can be successfully transformed to the other spheres of life. Sports activities are very popular with teenagers and due to that reason it is thought that social skills can successfully be developed in sports. (Akelaitis, 2016). The research done can prove that in PE lessons it is possible successfully develop various social skills (Hellison, Martinek, 2006), honorable behavior during competitions (Vidoni, Ward, 2009), successful team work (Hunter, 2006) and cooperation (Merkel, 2013). Newer research (Akelaitis, 2016) the negative consequences which appear when social skills of schoolchildren are not enough developed. Such scientific discussions encourage to organize the research of social skills in PE classes.

Organising of the research. 63 schoolchildren (boys and girls) aged 12–13 years, attending classes 5–6, participated in the research. The participants were chosen in the most convenient way. The research took place in the secondary schools and gymnasiums of Marijampolė district. The research was carried on in PE lessons. The questionnaire of E. Gambril (1995) was used to assess situational social skills. This questionnaire helps to evaluate the level of situational social skills in PE lessons.

Results. The research results prove that situational social skills of boys and girls differ and the difference is statistically reliable.

The distribution of schoolchildren (boys and girls) according to the level of situational social skills (in numbers and percentage)

		Level						
Social skills	Gender	Low		Average		High		$\chi^2(2)$
		n	%	n	%	n	%	p
To be able to refuse	Girls	10	24,4	10	24,4	21	51,2	3,02
	Boys	10	31,3	12	37,4	10	31,3	p>0,05
To react to remarks*	Girls	13	31,7	20	48,8	8	19,5	8,45
	Boys	4	12,5	12	37,5	16	50,0	p<0,05
	Girls	28	68.3	8	19,5	5	12,2	0.68

To be able to contradict	Boys	21	65,6	5	15,6	6	18,8	$p>0,05$
To apologise*	Girls	2	4,9	14	34,1	25	61,0	11,4
	Boys	11	34,4	10	31,2	11	34,4	$p<0,05$
To recognise of being wrong	Girls	8	19,5	12	29,3	21	51,2	0,49
	Boys	5	15,6	8	25,0	19	59,4	$p>0,05$
To be able to enjoy praise	Girls	2	4,9	14	34,1	25	61,0	1,46
	Boys	4	12,5	11	34,4	17	53,1	$p>0,05$
To ask for help	Girls	6	14,6	15	36,6	20	48,8	6,10
	Boys	4	12,5	20	62,6	7	21,9	$p<0,05$
To say good words*	Girls	3	7,3	16	39,0	22	53,7	6,81
	Boys	9	25,2	12	37,5	10	31,3	$p<0,05$
To tell what one feels	Girls	15	36,6	10	24,4	16	39,0	2,87
	Boys	6	18,8	9	28,1	17	53,1	$p>0,05$

Note. * – $p<0,05$ comparing the distribution of schoolchildren between the two groups.

It is possible to state that a higher level of some situational social skills is typical to girls and a part of social skills is typical to boys. For example, girls can easier apologize (61%), ask for help (48,8%) and say good words (53,7%). The girls gave a high assessment to those skills while boys gave a higher level only to the skill *react to remarks* (50%). Such skills as *to be able to refuse*, *to be able to contradict*, *to recognize being wrong* and *to tell what one feels* were equally evaluated by boys and girls.

Conclusions. After analyzing situational skills of schoolchildren, it is possible to state that in the lessons of PE girls more often succeed to apologize, ask for help and say good words, while boys more effectively react to remarks.

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