



# Younger School Age Pupils and Their Perception of Personal and Social Development in the Context of Extracurricular Activities

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**Abstract.** The aim of this study is to introduce the topic of the Personal and Social Development as part of the educational programs in Slovakia and in the Czech Republic. We studied this theme as a part of an extracurricular education. In comparison to foreign education programs, the Slovak and Czech education programs include fewer topics.

In our research, we focused on how pupils in Slovakia in their hobby groups perceived the selected topics of the cross-sectional theme of Personal and Social Development, how the topics were understood and how this theme was reflected in their behavior.

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**Keywords:** *Personal and Social Development, extracurricular activities, younger school age pupils, discussion.*

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## Introduction

The typical characteristics of the present period are information, knowledge and liquidity. It is the time of millennials as well as of snowflakes. Today's young people have a lot of information and knowledge and they believe they are exceptional. However, they are not empathic enough, they are not able to accept either failure or criticism, it is difficult for them to cooperate, they focus more on those things that confirm their opinions.

The current educational process emphasizes the development of hard skills linked with knowledge but the development of critical thinking is neglected. The soft skills associated with attitudes, sociability and the total personality development are being marginalized.

The introduction of the cross-sectional themes in the school curriculum fills in this gap. One of these is the Personal and Social Development which became part of the educational programs in the Czech Republic in the 1990's and in Slovakia in 2008, along with the enforcement of the new Education Act.

This study is aimed to give reasons and to describe the concept of one's personal and social development and its place in the educational environment, especially in the extra-curricular activities. The empiric part describes the results of qualitative research done in the hobby group of the pupils of the younger school age. It focuses on the perception of the selected aspects of personal and social development.

## Theoretical Background

### *Man as the Dynamic, Transcendent and Social Being*

From our point of view, the neo-Thomist as well as personalist theories and in part also pragmatism, existentialism and phenomenology are the bases for personal and social development. The development of man and society is also realized in the context of dynamism and transcendence. Human dynamism lies in physical, emotional, reason/intellectual and volitional development. All of these human phenomena are closely related to each other and their development becomes part of the educational process (Krąpiec, 2005; STh I, q. 79, a. 1, ad).

One realizes that s/he can go beyond dynamism, transcend something (the boundaries of nature, society, oneself) and simultaneously towards someone (God, a higher being). Transcendence has different modalities, forms, modifications, and expressions. From the neo-Thomist point of view, thinking, freedom, love, religiosity, dignity, the integrity of man and being subject to law are visible manifestations of transcendence (Krąpiec, 2005). All of these are the expressions that need to be respected and developed in the course of the educational process.

The last theoretical bases of our research is that man is a social being, too. S/he needs society but s/he also needs sufficient impulses from the social environment in order to develop as a person. S/he holds and implements social roles in a group and through these roles s/he acquires her/his own self and finds its expressions (Dewey, 1932). Natural ability for universal social interest and mutual solidarity lead one to create groups and entering into social activities. If a person does not have others who are close to her/him or s/he lacks close personal relationships, s/he easily becomes the member of a mob or an object of manipulation. The lack of personal relationships produces the experience of loneliness

that paralyzes activity, lowers self-esteem, deepens negative perception, and slows down and disrupts personal growth. On the other hand, one also needs solitude in order to seek solutions to problems, to be able to cope with difficulties, but also to gather strength.

### *Social Learning and Social Behavior*

The essence of socialization mechanisms lies in social learning in which one acquires social experience, skills, habits, knowledge, ways of reacting, convictions, new formulas and forms of a social behavior. These result in social roles, attitudes, values, ideals, interests, etc. that are applied in interaction with others, in the ability to solve problems, in decision-making, etc. Socialization provides space for the formation of individualization or personalization of an individual.

There are a few theories of social learning, e. g. Rotter's and Bandura's theories (in Schunk, 1983) or Piaget's and Vygotsky's theories of cognitive development that takes place in a social context (Piaget & Inhelderová, 2010; Vygotskij (2004). Dewey (1932) claims that the child's experience is to be based on abundant contact with social reality and its knowledge. In his opinion, the external guidance or management has a very small part in social learning and behavior. The humanistic approach refers to one's self-discovery as a unique being and enabling one to find the qualities that make him/her human. The approach concentrating on the human emphasizes congruence, acceptance and empathy which are at the same time pre-conditions of a quality therapy and quality learning (Rogers, 2014).

Olson and Dweck (2008; Dwecková, 2015) develop a concept called Social Cognitive Development that studies the ways the mental manipulation changes one's personal and social life, or in other words whether the changes in mental representations and processes lead to the changes in behavior and learning outcomes.

Positive psychology studies the conditions and processes that contribute to a person's development and to optimal functioning of a person, groups and institutions (Seligman, 2006).

The theories of social learning and social development form a complex of various aspects of one's personal and social development.

The second basis of socialization mechanisms is a social behavior. It includes both, desired and undesired, accepted and unaccepted forms. In many ways, the positive social behavior overlaps with ethical behavior because they are both directed towards the good. This includes co-operation, helping and altruistic behaviors. Helping behavior results from the need to help the other person when s/he needs it, while the altruistic behavior is aimed at the benefit of the other person even at the cost of one's own disadvantage, loss, or sacrifice. This is a learned behavior (Batson, Van Lange, Ahmad, & Lishner, 2003).

The process of social learning and behavior could not take place without belonging to a certain group/groups. The members of a certain group develop a sense of belonging or group consciousness. The group has its structure, norms, objectives; its members hold

certain positions and roles. The interactions of the group members and the relationships they build, create certain dynamics.

The group dynamics affect and shape the atmosphere of the group, lead to changes in the behavior and perception of its members; it influences thinking, decision-making, etc.; it expresses the processes occurring among its members.

### *Personal and Social Development*

Family is the first community that has an impact on personality and social development; it holds a crucial, irreplaceable and paramount role (Helus, 2015). Family shapes the person on an aspirational level that is a part of one's self-image and is linked to self-confidence. It is in the family where a person adopts norms and values; where the boundaries are set; where the physical, cognitive, affective and behavioral aspects are developed; the basic life needs are met and the relationships are built. The influence of parents, siblings and grandparents plays an important role in the personal and social education (Vágnerová, 2017).

Personal and social development also actualizes in peer groups. The peer groups usually come to existence naturally and spontaneously, their character is informal. However, there are also formal groups organized and created by various organizations. The first formal groups are formed at school, beginning with pre-school education. Members of the peer group experience a sense of belonging and solidarity, their mutual ties are strong. The group has certain rules and discipline. Being part of a peer group allows one to verify one's abilities, to regulate one's behavior, to get to know oneself and one's possibilities. The group offers opportunities for acceptance of various types of people, opinions and provision for creating and strengthening values and attitudes. One of the competencies of educators as well as future educators is cognition and realization of the process of creating a group (Lasauskiene, Rauduvaite, & Barkauskaite, 2015).

### *Educational Programs Focused on Personal and Social Development in the Czech Republic and Slovakia*

Several countries around the world include the personal and social development as a part of their system of education: The United Kingdom of Great Britain and Northern Ireland, Australia, USA (in California), Canada, Japan, Malta, etc.

The programs focus on moral, emotional, spiritual and cognitive development, cooperation, healthy lifestyle, lifelong learning, active citizenship and on the development of learning competencies.

The said topic is included in the curriculum in the Czech Republic and Slovakia in the form of the cross-sectional theme of *Personal and Social Education/Development*.

Areas of personal and social development (or education) include interpersonal and intrapersonal skills, cognitive and emotional skills as well as moral development. Soft skills, closely linked to the attitudes, social qualities and management skills gain more attention.

The themes of the curricula are very similar to each other in both the Czech Republic as well as in Slovakia. Their main aim is to develop the pupils' personalities especially in the area of attitudes and values and to help the pupils:

- to understand themselves and others;
- to optimally coordinate their own behavior and expression of emotions;
- to give preference to friendly relationships in and out of the classroom;
- to acquire, utilize and further develop communication and co-operation skills;
- to obtain the fundamental presentation skills gained on the basis of progressive recognition of one's qualities and to implement them in the presentation of oneself and one's work;
- to gain and implement basic social skills in optimal solution of various situations;
- to respect diverse types of people, their opinions and approaches to problem solving;
- to prefer the fundamental principles of a healthy lifestyle and non-risky behavior in one's life" (Štátny vzdelávací program – primárne vzdelávanie, 2015, p. 11; similar in Rámcový vzdelávací program pro základní vzdělávání, 2017).

Personal and social education carried out in schools is included as a part of interest-based education, i.e. leisure education. The facilities offering formal leisure education to children and the primary school pupils in Slovakia and Czech Republic include children's school clubs and leisure centers (Valenta, 2006).

The children's school club is part of the school that in accordance with the educational program of the given school facility provides activities for the children fulfilling their compulsory school attendance at the elementary level. The activities offered by the children's school club are not identical with those offered by the leisure centers even though they overlap in many areas.

### *Dialogue as a Possibility for the Personal and Social Development*

The social and personal development or education can use a wide range of methods. It depends on the objectives and also on the individual characteristics of children/pupils, as well as on the personality of the teacher. The methodologies for personal and social development programs include the dialogic methods. They offer an opportunity for the development of critical thinking but also for the formation of moral consciousness, attitudes and behavior, as well as building relationships.

One of the dialogic methods is a discussion. The method of discussion stems from Socrates or Plato's dialogues and the development of thinking in the discussion from Aristotle. Lipman (2008) called a group of children involved in discussion a *community of inquiry* whose participants are striving together to find answers to the determined questions. The discussion is complemented by various activities and has its own rules. In the community of inquiry, as it is characterized in Lipman's concept Philosophy for Children, many issues associated with the field of personal development and social

education are being addressed in the course of the discussion. However, the problems that are being presented are close to the nature of the child.

Discussion in the concept of the Philosophy for Children begins with the choice of a question for discussion preceded by the reading of the story intended for discussion. Any discussion can be modified but the main logical-ethical rules must be maintained. This is not to be a verbal battle. Under the guidance of the pedagogue, the children help one another to formulate statements, to pose questions and to seek answers. Together they learn to make judgments.

The conclusion of the discussion involves a reflection which cannot be omitted. It seldom happens that the group will solve the problem or that everyone will find satisfactory answers to their questions. It is important that the children together discover new insights and justifications; they make progress not only in the cognitive area, but also in the ethical and social areas (Lipman, 2008).

The method of discussion of the community of children became a part of our research.

## **Empirical Part**

### *Hobby Group of the Primary School Pupils*

The research focused on the cross-sectional theme of the Personal and Social Development of pupils, was carried out within the activity of the hobby group in Slovak school. The theoretical starting point was the concept Philosophy for Children.

### *Implementation of the Research*

We began the research in the school year of 2013/14 with the hobby group at a Catholic elementary school in a district city. The hobby group existed for two years, met once a week and each year it had different members. Our research intention was to observe the children's opinions, views and attitudes and simultaneously to study their behavior in the group, as well as groups of children, or rather communities of children as such.

During the first year the hobby group existed on an informal basis. In the second year it was incorporated among the activities of the leisure centre.

## **Characteristics of the Research and Its Procedural Aspects**

### *The Research Problem*

Before we began the research, we found that the implementation of the Personal and Social Education in the United Kingdom had brought good results. The research (Clarke, Morreale, Field, Hussein, & Barry, 2015) highlighted the positive changes in education

as well as those in social and emotional areas and improvement in the area of physical wellbeing.

Our next step was to find out whether the Slovak educational institutions had conducted similar research in Slovakia. We addressed four institutions on the national level and eight on the regional level. Each of the interviewed institutions replied that they had not enacted any similar nor different types of research linked to the cross-sectional theme Personal and Social Development at that time.

We decided to use qualitative research focused on the issues of personal and social development in the Slovak educational environment. The theoretical part was based on the sources focusing on qualitative research (Creswell, 2013, 2014; Johnson & Christensen, 2012; Smith, Flowers, & Larkin, 2013; Švaříček, Šedová et al., 2007).

The next step consisted in specifying the research problem, that was to observe how the cross-sectional theme of the Personal and Social Development was reflected on by the children of the younger school age in their hobby group.

### *The Goal of the Research*

The aim of the research was to discover how the children in the hobby group perceived selected topics of the cross-sectional theme of the Personal and Social Development, how they understood them and how it was reflected in their behavior.

### *The Research Question*

The main question was: How do the children in the hobby group perceive and manifest the content of the cross-sectional theme of the Personal and Social Development?

We developed six specific questions corresponding to the innovated School Educational Program in Slovakia:

1. How do children understand themselves and others?
2. What are the attitudes of children to their own behavior and experience, and to the behavior and experience of other children?
3. How do children perceive relationships with friends and with their family members?
4. How do children perceive and demonstrate communication skills in their hobby group?
5. How do children perceive and manifest basic social skills related to solving various situations?
6. What are the attitudes of children to various types of people, to their views and their ways of problem solving?

### *The Research Sample*

The research sample was represented by two groups of children of the hobby groups. The hobby group took place in the Catholic elementary school in a form of an extra-curricular activity. The members of the hobby groups were the children of the fourth

and fifth grades. The children were registered for the hobby group by their parents after they had studied the aims and the content of the hobby group as well as of the research.

In the beginning, there were twelve participants in group A and the same number in group B. After a few weeks, the number of participants was reduced in both groups. Group A consisted of six participants: three fourth-grade pupils from one class (one girl and two boys) and three from another fourth-grade class (one girl and two boys). Group B was composed of six participants (three boys from the fourth grade and one girl and two boys from the fifth grade). All participants came from the families with a Catholic background except for the participant from an orphanage (today called children's home).

### *Type of Research and Research Methods*

We have chosen the qualitative research and from among the designs we have selected the Interpretative phenomenological analysis (Smith, Flowers, & Larkin, 2013). In comparison to other designs, we consider it appropriate for this kind of research, because it is the way of thinking, study of knowledge and of the language in the context of individual life situations; it is a way of clarifying and elucidating of phenomena (Eatough & Smith, 2017).

The research methods used for data collection were discussion and the focus group.

### *Research Data Collection and Their Processing*

The main activities of the hobby groups consisted of discussions and talks, including the final reflection. In addition, hobby groups offered creative activities and logic games. The discussions were preceded by readings of texts which developed the topics for discussions and generated the questions. The dialogue took place after the activities. All activities were recorded on video.

We were doing simultaneous transcriptions of the recordings that became the basis of the analyses. We changed the children's names and surnames but we did not conceal the identity of the researcher.

In the process of an open coding, we put into the first column the numbers indicating the lines, the transcript formed the second column and into the third column we inserted the texts that surfaced in the form of themes. These were color-coded and annotated with comments. We saturated the themes, developed new ones or merged some. Consequently, we sought the continuity between the formed themes and the content of the cross-sectional theme; in the process of axial coding we concentrated on the emotional, moral, cognitive and social dimensions.

After re-reading, we decided for re-encoding in which we used the *NVivo 11* software for the textual analysis. First, we processed the transcript of Group A and then the transcript of Group B. We defined categories and eliminated unsaturated themes.

### *Analyses and Interpretation*

In the textual analyses, we monitored the objectives of the cross-sectional theme corresponding to the categories that we had defined. We prepared the final version of the six research questions. We analyzed the transcripts of Group A and then the transcripts of Group B. Simultaneously with doing the analyses, we prepared the first interpretative commentary.

Regarding the individual categories, or rather the objectives of the cross-sectional theme, in our interpretation, we focused on the most important topics that had surfaced in the encoding process. There were themes such as: respect, self-esteem and dignity, justification, emotions and attitudes, relationships in a group, friendship, appreciation of others and self-appreciation, evaluation and self-evaluation, rules, communication, school and religious values.

## **Research Results**

While looking at the objectives of the curriculum and the formulated questions we arrived at these conclusions:

- Children, corresponding to their age, understand their own competencies, rights and duties, and they are able to distinguish them from those belonging to the adults. They are capable of judging their level of maturity compared to that of the younger children. They understand the differences in gender and partly they understand the role of man and woman. They are able to seek reasoning that will support their statements. On the other hand, it was manifested that awareness of one's limitations and recognition of one's failures, as well as the dissatisfaction with one's performance, become obstacles to further actions. It seems that the children's self-image reflects the attitudes of parents and teachers and the children interiorize them. At the given moment, there was a manifestation of a low measure of self-efficacy that could be related to the issue of self-esteem, flexibility, but also to the lack of experience. Great significance was evident in the question of names in relation to introducing oneself and being addressed; it showed their self-esteem as well as their status in the group.
- The children manifested a relatively high level of understanding of themselves and of others on the cognitive level. On the other hand, there were some problems which they did not understand. This concerned the problems, attitudes and beliefs of the others, especially when they seemed to be different. This is the result of adopted patterns of thinking, attitudes, but also habits acquired in the family environment; however, it can also be the matter of a low measure of cognitive empathy.

- The children manifested behavior appropriate to their age, although we have noted a discrepancy or a lagging behind on the cognitive level. Children are able to judge the behavior of others and to express their dissatisfaction in various situations. They are able to evaluate, judge and justify the behavior also on a fictional level, although one's own behavior has proven to be a problem.
- The distinctive heterogeneity of the groups had an impact on the relationships and the delineating of the groups. The school environment is a space where the antagonistic classes meet. In the case of hobby groups, the members of these classes met in the same environment and it was reflected in their relationships. If the hobby group was meeting in a different setting, communication and cooperation were improved. The presence of a participant coming from a children's home had a significant impact. When the hobby group began its existence he had been in the children's home for only a few days. At the end of the school year, we perceived how his behavior and vocabulary as well as his relationships within the group were influenced by his environment. Another important factor for the research and also for the development of the group and the relationships within it was the presence of another participant who was an integrated pupil at the school due to his learning disabilities.
- The heterogeneity of the groups appeared to be a problem in building friendships. On the other hand, the heterogeneous groups offered an opportunity for personal growth, the possibility of recognizing other problems and looking at them from a different point of view than from the one to which the children were accustomed. It seemed that the children did not understand the issues that the boy from the children's home had to deal with. Nonetheless, it was a great opportunity for growth and development of relationships.
- On the cognitive level, it was proven that the participants considered as friends those who had time for them and played with them, who listened to them and did not report on them. On the subjective level, we perceive that the inclusion of common games among some hobby group activities could foster the development of friendly relationships.
- Communication skills include coherent locution, but also listening, reacting, usage of arguments, expressing opinions, as well as text comprehension and non-verbal communication. In terms of vocabulary, the use of inappropriate words seemed to be the consequence of habits and the influence of the environment; however, in some cases, it was the way of attracting attention or an expression of uncontrolled behavior. The participants were able to justify the suitability/unsuitability of the use of certain vocabulary. The communication skills such as hearing and listening depended on the atmosphere and involvement in the problem. The skill of argumentation gradually improved and there was a shift in the formulation of questions.

- Regarding problem solving, the children were able to name their experience; the difficulty arose when there was a need to channel emotions and to solve the problems accompanied by emotions. There were situations when instead of solving the problem the children manifested defensive or impulsive reactions as a consequence of the fact that it was difficult for them to accept guilt or failure, as well as express their needs.
- It was interesting to note the negative attitude of some boys towards girls. Not that they did not accept their opinions, but they were unsatisfied if the girls did not express themselves. Due to the group being nonhomogeneous for a long time and the lack of clearly expressed positive authority among its members, this attitude did not change in a more significant way.
- The topics related to school seemed to be interesting. The negative attitudes were expressed through various themes related to school and learning and this issue was present in several categories. On the other hand, the children recognized the authority of a teacher, despite teachers often being targets of the children's negativism.
- The traditional classroom where the hobby group activity took place could have reminded the participants of the school instruction despite the fact that it was not used in its entirety and the interior space was organized in a different way – circular sitting arrangement, added decorations and other elements for making the environment more pleasant. The children found the circular sitting arrangement positive and after a few meetings, they expressed their appreciation of the focus of the hobby group.
- The presence of the video camera or the recording of the activities of the hobby groups posed a problem. The awareness of being recorded caused the lack of authenticity, showing off and pretence on the part of the children.

## Research Limitations

One of the limitations that we perceived in the course of our research process was a major change of the group after the first year of its existence. The time management did not make it possible for some members to participate in the hobby group in the following year and therefore the hobby group began with a completely new set of children. The hobby group or rather the group dynamics had to begin anew. A better coordination of the schedule of the extracurricular activities between those preparing the school timetable and those responsible for the hobby groups could help to solve this problem. The video recording of the hobby group activities also posed a problem. The awareness of being recorded sometimes hindered the spontaneity and authentic reactions of the children to some questions.

We perceived limitations also in the area of the selection of the texts that were being read. During the hobby group activities, the researcher read some texts in Czech. When the participants read the texts written in Czech it posed a problem for them. However, they did not find it difficult to understand the texts in Czech when they were read to them. On the subjective level, we perceived that if the texts had been written in Slovak, the participants would have been able to read them on their own and they would have been more drawn into the text, they would have been more concentrated and interested in the problem. The absence of the Slovak texts can be solved by the translating of the original texts into Slovak with the aim of using them solely during the hobby group activities. This would guarantee the observance of copyrights.

We saw another limitation in a low representation of girls due to the presence of only one girl among the boys from different grades in the second year group. The acceptance of her opinions did not pose a problem, but the lack of expression on her part caused dissatisfaction. Due to the group being nonhomogeneous for a long time and the lack of a clearly expressed positive authority of a peer, this attitude of the boys did not change in a more significant way. A longer period of time is required for working on the homogeneity of the group. It is questionable whether it would be helpful to change some activities focused on a positive group dynamics and strengthening of the relationships within the group.

## Conclusions

The research has shown, that leisure activities and hobby groups are important for personal and social development. Extracurricular activities are also an opportunity for the development of soft skills. Discussion of Community of inquiry has shown, that it is a good method for personal and social development. We found, that:

The children, corresponding to their age, understand their own competencies, rights and duties, they understand the differences in gender and partly they understand the role of man and woman. On the other hand, awareness of one's limitations and recognition of one's failures become obstacles to further actions.

The children manifested a relatively high level of understanding of themselves and of others on the cognitive level. On the other hand, there were some problems which they did not understand. This concerned the problems, attitudes and beliefs of the others, especially when they seemed to be different.

The children manifested behavior appropriate to their age, although we have noted a discrepancy or a lagging behind on the cognitive level. Children are able to judge the behavior of others, although one's own behavior has proven to be a problem. The difficulty arose when there was a need to channel emotions and to solve the problems accompanied by emotions.

The distinctive heterogeneity of the groups (girls & boys and pupils from the different classes) had an impact on the relationships and the delineating of the groups. The school environment is a space where the antagonistic classes meet. On the other hand, the heterogeneous groups offered an opportunity for personal growth. We found, that if the hobby group was meeting in a different setting, the communication and cooperation were improved.

During one year, some communication skills were improved, but skills such as hearing and listening depended on the atmosphere and involvement in the problem. The skill of argumentation gradually improved and there was a shift in the formulation of questions.

Research has led us to conclude that three key factors are important in the personal and social development of children. The educational process in extracurricular activities should focus on: 1) development of the growth mindset and self-efficacy, 2) development of soft skills and 3) on positive group dynamics. In addition, if this kind of hobby group takes place outside the setting in which the children spend the time of the schooling, it appears to be a positive and beneficial factor.

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## Abbreviation

STh – Thomas Aquinas: Summa Theologica

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# Jaunesniojo mokyklinio amžiaus mokinių asmeninio ir socialinio vystymosi suvokimas užklausinės veiklos kontekste

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## Santrauka

Manoma, kad kognityvinis lygis pasiekiamas anksčiau nei elgesio lygis. Vaikai yra įgiję daug išsamių žinių ir sugeba suprasti daugelį dalykų, tačiau tai pasireiškia žemu savireguliacijos laipsniu. Ši problema kyla dėl to, kad vaikai stokoja bendrųjų tarpasmeninių įgūdžių, kurie gali būti įgyti plėtojant tarpsektorines asmeninio ir socialinio vystymosi temas.

Mes matome atvirą galimybę įgyvendinti tarpsektorines temas užklausinėje veikloje. Įvairūs laisvalaikio užsiėmimai atskleidžia tam tikrus asmeninio ir socialinio vystymosi aspektus, į kuriuos dėmesys nukreipiamas atsižvelgiant į mokymo programoje nurodytus tikslus.

Tikėtina, kad diskusijos metodas būtų tinkamas ne tik pažintinėms kompetencijoms, bet ir bendriesiems tarpasmeniniams įgūdžiams lavinti. Socialinis ir asmeninis vystymasis vyksta natūralioje aplinkoje, tačiau ne visada norima linkme. Įgyvendintos veiklos įrodė, kad pedagoginėje praktikoje būtina „didinti informuotumą“ apie šį vaikų vystymosi aspektą.

Yra programų, kurios skirtos socialinių įgūdžių įgijimui ir asmeniniam vystymuisi. Šios programos gali būti įtrauktos į mokyklų ugdymo planus. Manome, kad pirmiausia mokiniams skirtomis programomis turėtų pasidomėti patys mokytojai ir tik tada jas įgyvendinti ugdymo procese.

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**Esminiai žodžiai:** *asmeninis ir socialinis vystymasis, užklausinės veiklos, jaunesniojo mokyklinio amžiaus mokiniai, diskusija.*

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