

Bölüm 10

Yaşam Becerileri ve Sosyal Duygusal Öğrenme

Neslihan GÜNEY KARAMAN¹

Sema Nur TOKER²

YAŞAM BECERİLERİ VE SOSYAL DUYGUSAL ÖĞRENME

21. yüzyıl, hızlı küreselleşme, dijitalleşme ve sosyal değişimin karmaşık doğası nedeniyle toplumsal ve bireysel beklentilerde köklü değişiklikleri beraberinde getirmiştir. Bu değişen koşullar, hayatta başarı için gerekli görülen yetkinliklerin yeniden değerlendirilmesini gerektirmektedir. Başarıyı ölçen geleneksel yöntemler, özellikle akademik performansa dayalı olanlar giderek yetersiz görülmektedir. Günümüzde çocuklar ve gençler sadece akademik zorluklarla değil, duygusal zekâ, uyum sağlama, iş birliği ve eleştirel düşünme gibi beceriler gerektiren bir dizi kişisel ve mesleki zorlukla da başa çıkmak zorundadır (Allbright ve ark., 2019; Hoffmann ve ark., 2020). Bu yeni oluşan talepler doğrultusunda “yaşama hazır olma” kavramı eğitimde önem kazanmıştır.

Yaşama hazır olma kavramı, bireylere yalnızca akademik performansın ötesine geçen, kapsamlı yetkinlikler kazandırmanın gerekliliğini vurgulamaktadır. Günümüzde eğitim kurumlarının sorumluluğu, öğrencileri salt akademik değerlendirmelere hazırlamanın ötesinde, onları yaşamın çok boyutlu gerekliliklerine donanımlı hale getirmeyi de içermektedir. Akademik başarının tek başına bireysel yeterlilik için giderek yetersiz kaldığı günümüzde, modern eğitim sistemleri, bireyleri geleneksel akademik kazanımların yanı sıra temel yaşam becerileri ile sosyal-duygusal yeterliliklerle desteklemeye yönelik stratejilere ağırlık vermektedir. Bu yaklaşım, öğrencilerin gelecekte karşılaşılabilecekleri karmaşık ve öngörülemeyen zorluklara hazırlıklı olmalarını sağlamak amacıyla, yaşam becerilerinin ve sosyal-duygusal öğrenmenin eğitim programlarının merkezine yerleştirilmesinin

¹ Prof. Dr., Ankara Üniversitesi, Eğitim Bilimleri Fakültesi, Eğitim Psikolojisi AD., nkaraman@ankara.edu.tr
ORCID iD: 0000-0003-1318-303X

² Arş. Gör., Ankara Üniversitesi Eğitim Bilimleri Fakültesi Eğitim Psikolojisi AD., stoker@ankara.edu.tr
ORCID iD: 0000-0002-7034-3776

iki temel yaşam becerisi, çapraz ve aktarılabilir olacak şekilde tasarlanmıştır; yani farklı bağlamlarda uygulanabilir ve aynı anda birden fazla öğrenme boyutuna katkıda bulunabilirler. Örneğin, öncelikle Bilişsel Boyut ile ilişkilendirilen eleştirel düşünme gibi bir beceri, bireysel boyutta kişisel güçlenmeyi ve sosyal Boyutta aktif vatandaşlığı da destekler. Bu birbirine bağlılık, yaşam becerilerinin çok boyutlu doğasını vurgular; bir alandaki gelişimin diğerlerini olumlu yönde etkileyebilmesi, bütünsel bir yaklaşımı yansıtır. Hem CASEL'in SÖD çerçevesi hem de yaşam becerileri perspektifleri kişisel ve sosyal yeterlilikleri geliştirmeyi amaçlar, ancak odak noktaları ve daha geniş kapsamlı etkileri bakımından farklılık gösterirler. CASEL'in çerçevesi, eğitim bağlamlarına göre uyarlanmış yapılandırılmış yeterlilikler sunarken, yaşam becerileri perspektifleri, bireysel deneyimlerin ve toplumsal etkilerin karmaşıklıklarını ele alan, beceri geliştirmeye yönelik daha bütünsel ve kapsayıcı bir yaklaşımı savunur. Bu ayrımlar, günümüzün hızla gelişen dünyasında öğrencilerin çeşitli ihtiyaçlarını gerçekten destekleyen etkili eğitim programları ve politikaları geliştirmede çok önemlidir.

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