

SUMMARY

The subject of the presented study is selected social competences of students entering school, studied in the context of the process of supporting their adaptation to school conditions by kynotherapy. The paper presents the results of the study of a pedagogical experiment carried out in the natural conditions of the school with the use of the author's adaptation program "Kynotherapy - adaptation with the participation of a dog". In the course of the research, an answer was sought to the main research problem: Does - and if so, to what extent - the educational intervention in the form of adaptation program "Kynotherapy - adaptation with the participation of a dog" affect the development of selected social competencies of students entering school? The specific questions were as follows: What is the level of psychosocial adaptation of students from groups E and K before and after the introduction of the adaptation program "Kynotherapy - adaptation with the participation of a dog" in group E? What is the social status of students from groups E and K before and after the introduction of the adaptation program "Kynotherapy - adaptation with the participation of a dog" in group E? What is the readiness for pro-social behavior of students from groups E and K before and after the introduction of the adaptation program "Kynotherapy - adaptation with the participation of a dog" in group E? What is the involvement of students from group E, children from groups E and K before and after the introduction of the adaptation program "Kynotherapy - adaptation with the participation of a dog" in group E?

The study was conducted on a group of 84 first-grade students in two schools in Lublin. The research group was chosen according to purposive and random selection. Purposive selection took into account the following criteria: students starting school in the first grade - gender, age (6 and 7 years old), the child's reaction to contact with the dog - the experiment included children who did not show fears and phobias towards the dog. The purposively selected groups were then randomly divided into experimental (E) and control (K) groups.

The following research tools were used to evaluate the effectiveness of the experimental factor's interactions: Questionnaire of Child Behavior in Kindergarten and School (CBI) by E. Schaefer and M. Aaronson adapted by J. Rembowski (1986); experimental samples: a sample of S. Baley's idea and a sample of B. Arska-Karyłowska; J.L. Moreno's sociometric technique; and a plebiscite of likes and dislikes. Due to the specificity of activities with a dog, the level of students' well-being and engagement in class was additionally monitored using the Well-being

and Engagement Scales of F. Laevers. The effectiveness of the program was measured by comparing changes in selected social competencies between the time the educational project began (pretest) and the time it ended (posttest).

In order to exclude the developmental factor and the independent influence of the school facility and family environment, it was observed to what extent the change in selected social competencies observed in the experimental group (where the adaptation program was implemented with the participation of a dog) differed from changes in the same area in the control group (where the adaptation classes were implemented without the participation of a dog but used the set of the same content as in the kynotherapy program).

The study showed that: The adaptation program "Kennel therapy - adaptation with the participation of a dog" is an effective tool for educational and upbringing influence; The dog is an important, mediating element in the space of upbringing and the process of building selected social-emotional competencies of children; The dog plays the role of a motivator encouraging to undertake social activities, triggers and regulates the social-emotional climate in the group, as well as influences the arrangement of social roles; The problem of forming social competences with the participation of dogs at school is very complex and poses a difficult cognitive challenge.

KEY WORDS

Social competence, kynotherapy, adaptation to school conditions.

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