

FORMATION OF SOCIAL COMPETENCE OF PRIMARY CLASS STUDENTS.

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Annotation

The article reveals the possibilities of developing social competence of elementary school students. The concept of "social competence", its components and levels are described.

Key words

junior school age, competence, social competence, social skills, constructive behavior methods.

In our republic, a lot of experience has been accumulated in adapting the field of education to modern development trends, improving innovative teaching technologies. In today's rapidly developing social society, the ability of students to interact with the environment depends on their social competence. The formation of social competence is seen as an interrelated process of socialization and individualization, as a result of which the child has the ability to organize his own activities, to be able to answer independently for his actions in front of his family and the public, listen to the interlocutor and express his attitude to him, it is required to be able to justify their views.

One of the important characteristics of a child of small age is the presence of specific needs. These needs, by their nature, are not focused on the acquisition of certain knowledge, skills and qualifications, but also reflect the desire to learn. Based on these needs, there is a desire to have a portfolio, personal educational tools, a desk for preparing lessons, a bookshelf, and to go to school every day as an adult.

A child of junior school age does not understand his basic nature and role, but understands that everyone should go to school. Following the instructions of adults, he diligently engages in training. After a certain time, as the impression of joyful moments diminishes, the external signs of school lose their importance, and the child realizes that studying is a daily mental work. If the child does not have the skills of intellectual work, he will be discouraged from studying, and a feeling of hopelessness will arise. And in order to prevent such a situation, the teacher should

inform the child about the difference between education and play, the fun, and prepare him for this activity.

A child coming to school for the first time has a number of difficulties. First of all, it is difficult for them to obey some school rules. The most difficult rule for an elementary school student is to sit quietly during class. Teachers try to keep students quiet all the time, but only a low-active, passive, low-energy student can sit quietly for a long time during the lesson. How to teach a student to obey school rules? In this regard, the teacher's way of dealing with his students is very important. One of the important characteristics of students of junior school age is their sense of trust in the teacher, in which the teacher has a great opportunity to influence the student. The child sees the teacher as a smart, sensitive, kind person. In front of the authority of the teacher, the authority of parents, other members of the family, relatives decreases sharply. Therefore, children take every word of the teacher as a law. Therefore, the educational activity leading in the development of students of junior school age is very important for the personality of the teacher and the way of relationship with the student.

B.T. Likhachev stated that the psychological-physiological foundations of the early school age, formed from the preschool age, allow the student to turn to the accumulated experience of the world. Children of school age assert themselves in the object environment around them. Due to conflicts or the desire to confirm oneself in a certain environment and not knowing it - the child has a leading spiritual need for this age period, many cognitive aspirations and interests [1; p. 89]

Based on L.I.Petrova's research, the following new formations are observed in the junior school age - involuntary mental processes, internal state of actions and reflection. At this age, the child learns to consciously set and achieve active goals, begins to choose them based on necessity, not according to attraction. Accordingly, he learns to control his behavior. In addition, he chooses the right decision, analyzes and compares the results, plans the order of work [2; p. 28]

At primary school age, the process of personality formation (personal, social) generally corresponds to the process of socialization. Personality is formed in the process of social relations. Because in the process of education, children are taught about situations and events related to living together in society. In this process, the student "enters" society and interacts with it. They acquire a certain social experience (knowledge, value, moral rule, instruction), that is, they are socialized.

Socialization is a long-lasting complex process, any society develops a system of social and moral values, ideals, moral norms and rules in the process of its development, every child will have the opportunity to live in this society and

become a member of it by accepting the above rules. For this purpose, the society influences the individual in one way or another. This effect is realized through education. On the other hand, the formation of the personality is influenced by various ideas and social environment.

The formation of a developing person as a person at each age is related to solving certain problems. Accordingly, the success of a preschool child is determined by his level of preparation for school, successful preparation at school indicates his choice of life path, in particular, the field of future professional activity. In other words, at each age stage, social competence becomes a quality that allows a person to interact effectively with society, build his own life direction and feel success.

By the social competence of a school student, we understand the qualities of a person that help him to successfully master scientific knowledge and the basics of practical activity, to organize his activities and use his capabilities through effective interaction with society.

The analysis of scientific literature showed that social competence is manifested in:

- the ability to create a final product;
- the ability to quickly change social and economic roles;
- ability to cooperate in business;
- the ability to master general methods of influence;
- knowledge of the system of social relations and mutual relations;
- knowledge about the surrounding reality, the world and oneself;
- knowledge about the progress of the socialization process;
- the ability to make reasonable choices;
- ability to work cooperatively and effectively;
- skills to analyze the situation in the labor market, to act in accordance with personal and social interests;
- skills of mastering the rules of etiquette of labor and civil relations;
- skills to understand and revise the topic of thought experience patterns.

Elementary school students interact with and learn social norms and morals in the classroom and in extracurricular activities. The process of socialization has internal contradictions. A socialized person should be able to adapt to society's requirements, "enter" it, express his/her conscious attitude to negative aspects of society's development, life situations that hinder individual development, and have the ability to find the right solution. But sometimes the opposite is true in life: there are people who are fully socialized, enter society, but do not actively fight against

some negative situations in the environment. This situation applies to today's society, educational institutions, teachers and parents. Contradiction in education can be overcome only with the help of the idea of humanity.

In the formation of social competence in elementary school students, it is necessary to consider three situations that are logically related to each other: desirable, possible and mandatory situations.

The first case represents a person's desire to perform certain actions in the course of mutual activity. The second situation is manifested in the assessment of the current situation and personal capabilities, analysis of the situations of behavior and prediction of its consequences. The third state is represented by knowledge of mutual actions, its norms, rules and methods.

In this process, students also acquire the ability to have personal and social influence on collective action. It is of particular importance to take into account these circumstances in the formation of social competence in students with the help of basic competences.

One of the important components of social competence is the ability to resolve conflicts. This requires a person to have the ability to overcome conflicts and contradictions that arise in different situations:

- to know and explain the truth;
- to be able to evaluate the behavior of oneself and classmates using the standards adopted in the process of interpersonal relations;
- choosing a profession taking into account market conditions;
- such as determining one's position and defining one's lifestyle based on life requirements.

Competence-oriented education is an opportunity for students to apply acquired knowledge, skills, and abilities in their personal, professional, and social activities. In education based on competence approach, students learn independence, having their own views as an active citizen, initiative, being able to use media resources and information communication technologies wisely in their activities, consciously choosing a profession, healthy competition, and general cultural skills. A person should have basic competencies necessary to engage in personal, social, economic and professional relationships in his life, to find his place in society, to be able to find solutions to the problems he faces, and most importantly, to be competitive in his field and profession. In addition, in the process of mastering each subject in education, it is necessary for students to acquire special competences related to the field, based on the uniqueness and content of this subject.

As a product of integrative activity of a person, social competence has its own specific content and structural structure. We will try to dwell on the components of social competence below. Social competence consists of the following components:

- Motive-emotional component. In doing so, students should have a valuable (compassion, attention, care, mutual help and kindness) attitude towards the people around them;

- Within the framework of the cognitive component, it is envisaged to form activities aimed at students to know the people around them, in which the experience of knowing the individuality, interests, needs, changes in mood, and emotional state of each person is created.

- In the framework of the behavior-based component, students are formed the ability to choose mutually compatible situations, engage in mutual communication, acquire morally significant forms of behavior.

In conclusion, the research of pedagogical characteristics and conditions of formation of social competence in elementary school students is one of the problems waiting to be solved.

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