

## **Ways and Means of Forming Social Competencies of Students in Primary Class Lessons**

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**Annotation:** the article shows the measures aimed at the formation of social competences of students in primary education classes and the ways of organizing lessons and extracurricular activities.

**Keywords:** social competence, education, morality, culture of behavior, self-awareness.

As part of the reform of school education in our country, special attention is paid to improving the mastery of primary school students and forming vital competencies in them. Taking into account the dynamics of socio-economic changes in the society, the most important aspect in raising the young generation is to create conditions for children to acquire social skills and roles, to develop the culture of their social behavior. Today's globalization processes, scientific and technical progress, the need for an innovative society create many opportunities for young people. They are faced with vital requirements such as making quick decisions, forming innovative thinking, increasing intellectual potential, and being loyal to national and universal values. The improvement of the content and quality of educational materials based on the requirements of the competency approach in the state education standard and the effective implementation of advanced foreign experience in this field have determined that it is an even more important issue for the formation of social competencies of primary school students.

Social competence is characterized by having knowledge and experience in civic and social activities (playing the role of a citizen, voter, etc.), in the social and labor sphere (consumer, producer), in the family sphere. relationships and responsibility, economics and law, and professional self-determination. This competence includes:

- observance of social and moral standards: development of pride and patriotism for the country, hometown, school;
- acquisition of methods and skills of interpersonal communication with peers: readiness for collective forms of extracurricular activities, respect for adults at school and outside of school.
- The ability to make their own decisions.
- the ability to choose consciously
- The desire to understand their needs and goals; creating a state of success, an environment that evokes positive emotions.

Primary education includes a change in the social situation of the child's development. There is transition to learning as a leading activity, which in turn introduces young students to social life.

Success in educational activities and social interactions with others is ensured by new age-related patterns.

Thus, the social competences of children of primary school age may include:

to know the basic moral norms of communication and behavior in society;

to know the methods of conflict prevention and constructive resolution.

The second component - motivational and value - includes the following indicators:

- the ability to adequately assess oneself, one's abilities and the reasons for success/failure;
- being able to express an adequate emotional reaction to current events;
- the ability to empathize, feel, understand oneself and another person;
- emotionally positive attitude to the cooperation process.

The next component of primary school students' social competence - based on activity - implies the following:

- the ability to listen to other people and communicate;
- the ability of children to cooperate with each other, coordinate their actions and take into account the opinion of their partner;
- the ability to work in a team and follow the rules adopted by the team;
- the ability to negotiate and find a common solution;
- being able to find the right way to resolve the conflict;
- The ability to behave in accordance with moral standards and rules of behavior accepted in society.

Taking into account these indicators, the following levels of social competence development are distinguished:

- **low**, characterized by a low level of personal formations necessary for effective social interaction;
- **average**, certain indicators of social competence are sufficiently formed and can create a basis for success in socially significant activities or interactions, while others are at a low level of development and complicate social interaction;
- **High**, characterized by the achievement of stable development of personal development at all ages, which ensures success in social activities, that is, the rate of development of all important components of social competences is high depending on age.

Analysis of psychological and pedagogical literature on the studied problem and experimental investigation with elementary school students showed that the poor development of social skills in children is manifested in:

1. low interest in studying;
2. presence of anxiety, tension, emotional restriction in children during school hours;
3. in the conflictual nature of relationships with peers, not being able to rejoice in the success of another;
4. predominance of non-verbal forms of communication among classmates, which harms verbal communication;
5. Inability to use knowledge of norms and rules of behavior in real communication.

Thus, there is a need for specially organized socio-pedagogical activities aimed at forming and developing the social skills of junior schoolchildren.

It is also necessary to note the features of working with students in each year of primary school. Thus, when working with first-grade students, the teacher should pay attention to the involvement of the child in school activities and the formation of a trusting relationship between the student and the teacher. Therefore, it is important to pay more attention to communication in small groups and individual conversations. The result of the first year should know itself as a student.

Activities with 2nd graders are aimed at suppressing selfishness in children and forming positive character traits. The result of the second year should be the formation of stable friendships in the class team. Joint games, conversations and role-playing help children understand that they are a friendly team.

The third year is the most responsible. Children should make their own decisions, analyze their own activities and actions. Here is "Me and others. I am in the eyes of others", "A kind person lives with kindness for a century", "How do we solve conflicts" and so on. The result of all educational work on working with third-grade students and forming their social competencies is that children develop a system of knowledge about the methods and rules of behavior in society, the ability and experience of establishing friendly relations between people. they make

"Learning to live without conflict" lessons help children learn some rules for conflict-free communication and conflict resolution, and help children gain positive experiences of social interaction. It is important for children to learn that a person feels better in a group where people know how to communicate with each other.

Usually, the structure of each lesson consists of three parts:

1. Introductory part: a greeting ceremony, the purpose of which is to establish a positive emotional connection with children and to form their attention to peers. The warm-up also includes exercises that help to prepare for work, increase the level of activity of children and form their unity in the group.
2. The main part includes games, conversations, discussion of problem situations.
3. The final part: conclusion (reflection), farewell ceremony.

This program is designed for one academic year and is offered to students of the 3rd grade of a general education school and is implemented during the educational process. The following participants participate in the implementation of the program: students, class teacher, social teacher, psychologist.

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