

**FEATURES OF FORMATION OF PRIMARY SCHOOL PUPILS`
SOCIAL ACTIVITY**

ABSTRACT

The article is devoted to one of the topical problems of the theory and practice of education -bases of formation of social activity of elementary school students.

In the process of research were used such theoretical methods (analysis, comparison, classification, systematization, generalization); empirical (conversations, surveys, questionnaires, solution of situational tasks, program of pedagogical observations, ranking, methods of unfinished sentences).

The essence of the phenomenon "social activity of students" as a scientific concept is specified; the peculiarities of the formation of social activity of elementary school students are determined; methodological approaches are presented for research of the problem of formation of social activity of students of junior classes: social-pedagogical, system-role, subject-activity and axiological; levels of formation of social activity of elementary school students are revealed; The pedagogical conditions for the formation of social activity of primary school pupils have been theoretically substantiated and experimentally verified, namely: the formation of conscious motivation of students for various types of socially useful activity and subject-subject interaction, which facilitate their gradual transition from passive to active position; use in the educational process of the developed program of the special course and teaching materials "Life Economics - First Steps", social program "Know Yourself" aimed at forming social activity of students; increase of teacher's skills of teachers.

The content and methodological provision of the process of formation of social activity of primary school pupils ZSSO was developed (program of special course and educational-methodical complex "Life Economics - the first steps", social

31 program for pupils of grades 1-4 "Know yourself", the program of increasing
32 readiness of teachers to innovate activity on formation of social activity "Creative
33 teacher").

34 The study does not exhaust the multidimensional theoretical and practical
35 search for problem solving. Further scientific researches may be aimed at studying
36 the information space of the formation of social activity of junior pupils.

37 Keywords: social activity of pupils, social competence, social role,
38 methodological approaches, pedagogical conditions.

39

40 **1. INTRODUCTION**

41 The socioeconomic changes taking place in modern Ukrainian society in recent
42 years have put forward high demands on the level of socialization of the individual.
43 Modern society demands from the younger generation to be socially active
44 individuals.

45 The statistics of social research conducted in 2017 (Young people of Ukraine,
46 2017) tell about the underdeveloped social activity of modern youth. According to the
47 results of research on the values of modern Ukrainian youth, the value priorities of
48 young Ukrainians include a combination of post-materialist values focused on self-
49 realization and social prestige, and material values with a focus on pragmatism.

50 Today, the problem of social upbringing of the younger generation, in
51 particular the formation of social activity of the person, is of particular significance,
52 as indicated in the Laws of Ukraine "On the Protection of Childhood" (On Protection,
53 2001), "On Education" (On Education, 2017), the Concept " The New Ukrainian
54 School "(The Concept of Nursing, 2018) and the State Educational Standard for
55 Primary General Education (Fair Educational Standard, 2018), the State Target Social
56 Program" Youth of Ukraine "for 2016-2020 (Youth of Ukraine Program, 2016), the
57 Convention on the rights of the child (1990).

58 However, as practice shows, in many schools education is mostly formalized.
59 This leads to a sharp drop in the level of parenting and the growth of spirituality,
60 social selfishness of children and adolescents. In fact, a generation with a consumer

61 attitude towards life is formed. At the same time, the youth tend to compensate for
62 the lack of communication, the lack of conditions for self-realization in informal
63 structures, in the virtual space, in amateur associations, which, unfortunately, they
64 could not get at school.

65 Therefore, for institutions of general secondary education it is relevant , not
66 only the improvement of the quality of education and the modernization of the
67 content of education, but also the problem of the formation of social activity of the
68 child.

69 The pedagogical aspect of the formation of social activity of the person is
70 reflected in the writings of modern Ukrainian scholars Bezpalko (Bezpalko, 2012),
71 Bech (Beech, 2012), Gavrish (Gavrish, 2016), Kanishevskaya (Kanishevskaya,
72 2018), Uisimbayeva (Uisimbayeva, 2014) and others.

73 **2. OBJECTIVES**

74 The purpose of the article is to substantiate the theoretical and methodological
75 foundations for the formation of social activity of primary school students in
76 institutions of general secondary education.

77 The task of the article: to clarify the essence of the concept of "social activity
78 of students" as a scientific concept; to determine the specifics of the formation of
79 social activity of primary school students; to substantiate the criteria and indicators,
80 to determine the levels of social activity formation of elementary school students;
81 theoretically substantiate the pedagogical conditions for the formation of social
82 activity of elementary school students in institutions of general secondary education.

83 **2. MATERIAL AND METHODS**

84 The study of the formation of social activity of students was conducted in
85 schools of Chernihiv oblast in Ukraine (Nizhyn Gymnasium № 2 and № 3, school
86 № 11, Chernihiv schools №3, № 9 and № 15, Varvins Lyceum №2, Sribnyansky
87 school). The study was attended by only 854 elementary school students. To
88 achieve the goal and to realize the objectives of the study, we used a set of
89 methods: theoretical - analysis, comparison, classification, generalization in order
90 to clarify the nature of the phenomenon "social activity of students" and the

91 peculiarities of the formation of social activity of primary school students in
92 institutions of general secondary education; systematization and generalization of
93 theoretical and empirical data for the development of pedagogical conditions for
94 the formation of social activity of primary school students in institutions of general
95 secondary education; empirical - diagnostic methods (interviews, questionnaires,
96 solution of situational tasks, program of pedagogical observations, rankings,
97 methods of unfinished sentences) for determining the levels of social activity
98 formation of primary school students in institutions of general secondary
99 education.

100 **3. RECONNAISSANCE**

101 Formation of the personality in school years occurs among students,
102 educators, teachers with a sufficiently significant potential of social activity and
103 influence on the educational process. Activity is a fundamental principle of
104 pedagogical activity and a necessary condition for the development of the student's
105 personality. The modern school is a peculiar model of society, in which the
106 assimilation of basic social values, norms, patterns of behavior in the group takes
107 place (Kanishevskaya, Bulavenko, 2018).

108 Social activity of students is a complex personal formation, which is defined
109 and regulated by a set of attitudes, ideas, beliefs, habits, stereotypes of behavior
110 that are implemented in the social sphere of society and related to activities in
111 society and allow them to successfully adapt and implement its transformation,
112 level the formation of which determines the self-actualization and social behavior
113 of the younger generation for the purpose of self-realization (Bulavenko, 2019)

114 Formation of social activity is the most important prerequisite for the
115 development of social functions of the individual and its successful adaptation to
116 life in society. Thus, social activity acts as an incentive for activity as a personality
117 property at a certain stage of their development, as a result of socially significant
118 activities (Kanishevskaya, Bulavenko, 2018)

119 The student's social activity is manifested in the awareness and acceptance
120 of the interests of society and the school community, the readiness and ability to

121 realize these interests and act actively, in the strategy of his social behavior, based
122 on social institutions that perform in relation to behavior motivational,
123 orientational, predictive, regulatory, controlling, productive and other functions
124 (Uisimbayeva, 2014)

125 Social activity is characterized by an active life position, presentation of own
126 abilities of the individual (Beh, 2012). Formation of social activity is the basis of
127 processes of self-knowledge, self-determination and self-realization of personality
128 (Bezpalko, 2012). That is the right way to start this process from the first year of
129 schooling.

130 At a younger school age, the process of formation of social activity should take
131 place in a holistic system, which includes the following components: knowledge of
132 man, nature, society; obtaining experience of social and personal relations in different
133 kinds of activities; formation of value orientations of the person, ability to adequately
134 assess oneself and others, etc.

135 Important features of social activity of primary school students are the constant
136 desire to influence social processes and disinterested participation in collective social
137 affairs, the desire to change, transform or conversely preserve the educational
138 environment, its forms and elements (Yarmola, Kolesnik, 2012).

139 The social activity of a junior schoolboy in an educational institution is
140 manifested in behavior aimed at supporting and enforcing the rules that are
141 mandatory for students, in an effort to help them comply with their peers. It is at a
142 younger school age that the child begins to be systematically involved in public life.
143 And during this period the following develops: motivation for socially meaningful
144 activity; criticality to oneself and others, dialogicity of consciousness; the child
145 becomes capable of an adequate self-esteem, and self-satisfaction and a rather high
146 self-esteem are important components of social activity; develops a new type of
147 relations with people, assimilates certain social norms; a junior school child begins to
148 understand that the decision of many life situations depends on their behavior
149 (Bulavenko, Kovalenko, 2018).

150 The methodological approaches to the study of the problem of formation of
151 social activity of primary school students were determined as socio-pedagogical,
152 systemic-role, subjective-activity and axiological.

153 In particular, the socio-pedagogical approach requires consideration of the
154 process of formation of social activity of primary school students as a direction of
155 social education and education, which are carried out during lessons and
156 extracurricular activities, in particular, during pupils' self-government, aimed at the
157 formation and development of abilities, knowledge, patterns of behavior, values,
158 qualities of personality, positively valuable for a society, by means of its inclusion in
159 various types of socially useful activity.

160 System-role approach to the organization of the formation of social activity of
161 the individual involves the definition of the social roles system, performed and
162 assimilated by students in an educational institution. In addition, the system-role
163 approach involves focused work on the selection and meaningful filling of those
164 types of activities that regulate both the attributed status of a student in a society and
165 the received in various activities, as well as the desired, potential status of the
166 individual, which is in dynamic development.

167 Subjective-activity approach to education is to create such pedagogical
168 conditions that contribute to the formation of personality subjectivity. The concept of
169 "subject" indicates the ability of a person to be active, independent, initiate and carry
170 out communicative activities, learning, cognition, etc. At the heart of this concept is
171 the relation of man to himself as an individual. Subjective position reflects the
172 authorship, individuality, independence of the individual, its active-transformative
173 strategy in the activities and behavior.

174 At school, a student can perform different roles in different activities and
175 accordingly have different statuses in the community: they may have a beginner or a
176 longtime status, the status of a listener or speaker in communication, a skeptic who
177 denies the various children's proposals relating to any common affairs, or
178 inspirational artist, leader. They may have the status of a student who begins to
179 comprehend the bases of socially meaningful, creative, organizational and other

180 activities, or the status of a master who has achieved some success and recognition in
181 it. They may be the soul of a company or the only one, etc.

182 For the study the position that the child takes in one or another activity, their
183 character: active (subjective) or passive was important . According to the types of
184 activities that is the part of the structure of social activity and their functions, we give
185 examples of active and passive attitudes of students at school: activates the study or
186 rest of others - is activated by others in the course of study or recreation; captures
187 other business - is involved in others to carry out a case; motivating - motivated;
188 helps - accepts help; associate - passive; sympathetic - indifferent; informs -
189 informed; uniting others - combined with others; manager - managed; Organizer -
190 needs organization; creates - consumes; assumes responsibility - avoids liability, etc.
191 The task of the teacher in the process of forming the social activity of the individual
192 students is to help him find a subjective position in the school community in various
193 activities.

194 Axiological approach involves the formation of the ability of students to
195 navigate in basic social values and norms, and, most importantly, to orient themselves
196 to these values and norms in their activities and behavior in the process of social
197 activity. That is, the formation of knowledge about the content of social values and
198 norms, as well as the belief in their truth and justice.

199 The criteria, corresponding indicators of the formation of students' social
200 activity are substantiated: emotional-axiological: expressiveness of attitudes toward
201 social values and emotional experiences (socially oriented personal values, presence
202 of emotional and positive attitude towards oneself, peers, elderly people, surrounding
203 reality, developed empathy); existential-motivational: orientation to the interests and
204 needs of society (altruism, the breadth and social significance of activity, social
205 meaningful world perception); cognitive: social vigilance (knowledge of the content
206 of basic social values, roles and norms of behavior; recognition of the personal and
207 social values of basic social values and norms; ability to predict the consequences of
208 their actions for themselves and society); reflexive: co-autonomy (social sensitivity;
209 self-criticism, persistence); operational-activity component: excessive socially

210 significant activity and behavior (realism harassment, initiative, the desire to assume
211 additional responsibility).

212 Three levels of social activity formation of elementary school students are
213 defined and characterized: high, medium, low.

214 It was established that the highest number of elementary school students -
215 48.4% of the experimental group (EG) and 47.2% of the control group (KG) -
216 revealed a low level of social activity formation; 45.5% of junior schoolchildren of
217 EG and 45.2% of junior schoolchildren of KG - middle level; respectively, 6.1% of
218 elementary school pupils and 7.6% of elementary school pupils of the KG are low.

219 The results of the confirmatory phase of the experiment indicate that there is a
220 lack of due attention to the formation of social activity of primary school pupils on
221 the part of teachers. Most of the teachers do not study the level of social activity of
222 students, their individual characteristics, conduct educational work, without analyzing
223 the results in a comprehensive manner (pay attention only to studies). In this
224 connection, the possibility of a pedagogical influence on socialization, consciousness,
225 empathy, world outlook of the child, formation of moral qualities, social activity in it
226 is narrowed.

227 Primary school teachers often focus their attention on obtaining formal
228 indicators of educational work (good education, the fulfillment of all teacher's
229 requirements, discipline, etc.), rather than the formation of social activity among
230 students, the need for self-expression, social interaction, volunteer and community
231 service activities, etc. The obtained results testify to the excessive enthusiasm of
232 teachers for organizational issues, rather than the socialization of junior pupils, which
233 is based on self-realization of the individual in a social environment. Not fully used
234 such means of educational activity as the integration of social education and
235 education of students, socially useful labor, volunteering. It is during educational
236 activities aimed at forming social activity students form empathy, altruism, social
237 responsibility, sociability, tolerance, and develop cooperative and mutual assistance
238 (Grabovska, Czolij, 2010).

239 This suggests that the participation of junior pupils in various types of socially
240 significant activities should ensure maximum realization of their activity, autonomy,
241 and initiative in this activity. And this in turn involves monitoring the various
242 activities of elementary school students, studying the dynamics of their social
243 activity. The processing of pedagogical monitoring data enables to regulate and
244 correct the formation of social activity of junior pupils.

245 The pedagogical conditions for the formation of social activity of primary
246 school pupils in the school have been theoretically substantiated and experimentally
247 verified, namely: formation of conscious motivation of students for various types of
248 socially useful activity and subject-subject interaction, which facilitate their gradual
249 transition from passive to active position ; use in the educational process of the
250 developed program of the special course and teaching materials "Life Economics -
251 First Steps", social program "Know Yourself" aimed at forming social activity of
252 students; increase of teacher's skills of teachers.

253 The content and methodological provision of the process of formation of social
254 activity of students of elementary school ZSSO was developed and implemented
255 (special course program and educational-methodical complex "Life Economics - First
256 Steps" (Bulavenko, Kovalenko, 2018), social program for pupils of grades 1-4 "Know
257 Yourself" is developed and implemented) (Bulavenko, 2019), a program to increase
258 the readiness of teachers to innovate in the formation of social activity "Creative
259 Teacher" (Bulavenko, 2019)).

260 Primary economic education is one of the factors influencing the formation of
261 the child's personality in relation to material and spiritual values and greatly affects
262 the formation of social activity of elementary school students. The reality of the
263 present requires that the younger student knew that such needs and the limited
264 possibilities for their satisfaction, were able to make informed (economically rational)
265 choice, imagined the appointment of money, understood the basis of rational
266 consumption and the economic basis of human activity and cooperation with other
267 subjects of economic relations , knew the rules of coexistence in society, fulfilled the
268 social roles of a competent consumer, and in the future a worker or a producer.

269 The course "Life Economics - The First Steps" for students in 2-4 grades is
270 propaedeutic in nature and does not aim at the general coverage of economic
271 categories and concepts, but aimed at the development of the child as an active
272 subject of economic and social relations. Taking into account the specifics of junior
273 school age, in the study of economics of junior pupils, initial ideas about the
274 surrounding socio-economic conditions of life and activity of people are formed.

275 The main purpose of the special course is the primary economic education and
276 upbringing of schoolchildren; formation of vital economic and social competencies
277 necessary for practical activity, formation of social activity and skills of rational
278 consumer behavior, development of rational economic thinking.

279 The program reveals the content of the special course "Life Economics - The
280 First Steps", its study provides an opportunity: to form students' understanding of the
281 economy as a sphere of life and human activity associated with the problem of
282 meeting its needs; to ensure awareness among junior students of the relationship of
283 human labor with its results, applied efforts in the success of activities, ability to
284 perform social roles and cooperate with others with self-realization; develop the
285 foundations of consumer culture; to expand the active vocabulary of students,
286 including social and economic terms; to promote the development of new social roles
287 at the informational and empirical levels - "buyer", "consumer", "performer",
288 "producer" - and functions that characterize them; to form activity, thrift, economy,
289 diligence, generosity, tolerance, sociability, benevolence; show the need for social
290 knowledge and education for the formation of a new information society and the
291 creation of an innovative economy.

292 The course program is structured around the following content lines: Grade 2
293 "Economics around me" includes sections "The world around me", "I am in the
294 society", "Needs", "Consumer goods"; Grade 3, "I am a consumer," unites such
295 sections - "Consumer and Consumption", "Ability to be a competent consumer", "I
296 am a buyer", "I am a consumer of services"; Grade 4, "I am an active subject of the
297 economy," has three sections: "Activity - a way of people's existence", "Labor",
298 "Professional activity of a person".

299 It is provided according to the program for classes in economics in grades 2-4
300 - 1 hour per week, only 34 hours per year. Both group and individual forms of
301 learning organization are used. Each section of the program involves the use of
302 gaming and practical activities: work with texts and illustrations, cognitive tasks, role
303 playing games, didactic and simulation, educational and situational tasks.

304 The program of social development of the personality of pupils "Know
305 yourself" includes a course of classes with children of grades 1-4, the purpose of
306 which is to create conditions for the development of cognitive, emotional and
307 volitional, personally-motivational and social spheres of junior pupils, achievement
308 of their personal and meta predmetna results, the formation in students of social
309 activity.

310 Achievement of the goal is realized through the following tasks: the creation of
311 a friendly atmosphere in the group as a necessary condition for the development of
312 children self-confidence; creation of conditions for social adaptation to school,
313 adoption and development of the social role of the student as a participant in the
314 social community; the formation of metaprastrial skills that provide the possibility of
315 continuing education in the primary school, the education of the ability to learn as an
316 ability to self-organization in order to solve educational problems; organization of
317 interaction between children as a precondition for the formation of social activity,
318 skills of educational and interpersonal cooperation, development of skills of
319 cooperation and non-conflict interaction with adults and peers; development of
320 autonomy and personal responsibility for their actions; studying the personality of the
321 child, tracking the effectiveness of forming the social activity of children at the end of
322 each block of the program.

323 The program is designed for four years and includes four blocks, each of which
324 for one academic year (16 hours): "Self-knowledge and self-esteem" (for students of
325 the 1st form); "My School Life" (for students in Grade 2); "Learning to manage
326 ourselves" (for students of grade 3); "How can I help myself and others" (for students
327 in grade 4).

328 Also, the system of formation of social activity of elementary school students
329 is the use of group and collective forms of work in different educational disciplines,
330 the constant involvement of students in performing certain duties in the classroom
331 (participation in student management), participation in contests of different levels,
332 volunteer and mentorship kindergarten, participation in city actions and events
333 (Kanishevskaya, Bulavenko, 2018). It is important to actively involve parents of their
334 parents' pupils in socialization, in order to carry out special social projects with
335 children.

336 The obtained results proved the effectiveness of the substantiated pedagogical
337 conditions for the formation of social activity of elementary school pupils ZSSO.

338 Comparing the results of the development of social activity of elementary
339 school students shows that in the experimental group, the average indicators are
340 higher by 33.4% than the similar indicators for students with a high level of
341 development of the control group, lower by 14.1% - with the average and by 19.3% -
342 with a low level of development of this sphere of personality.

343 **4. DISCUSION**

344 So, the formation of social activity of primary school students is a rather
345 difficult problem. We note that today there is a lack of domestic research that would
346 reveal the problem of the formation of social activity of elementary school pupils
347 ZSSO. However, some aspects of this issue have been analyzed in our previous
348 works (Bulavenko 2019, Bulavenko, Kovalenko, 2018, Kanishevskaya, Bulavenko,
349 2018).

350 The researchers developed the scientific and methodological substantiation of
351 the problem of formation of social activity of elementary school students in ZSSO,
352 pedagogically, the system and educational and informational space of formation of a
353 socially active person were considered, the role of students' self-government in the
354 formation of an active life position and skills of performing social roles is analyzed,
355 the model of formation of social activity of students is described etc.

356 It should be noted that Ukrainian scientists (Kovalenko, 2017, Nikolaescu,
357 2014) investigated the problem of forming social competence of junior pupils.

358 The researchers considered theoretical aspects of social competences of
359 primary school students, methodical principles of forming social competences of
360 junior pupils, the problem of using innovative and informational and communication
361 technologies in the formation of social competence, etc. They note that the social
362 competence of the junior pupil involves the following abilities: to analyze the
363 mechanisms of functioning of social institutions of society, defining their own place,
364 and to design their own strategies of life, taking into account the interests and needs
365 of different social groups, individuals in accordance with social norms and rules
366 existing in the Ukrainian society and other factors; work productively with various
367 partners in the team and team, perform various roles and functions in the team,
368 identify initiative, maintain and manage their own relationships with others; apply
369 technologies of transformation and constructive conflict resolution, achieve
370 consensus, assume responsibility for the decisions taken and their implementation;
371 jointly define goals, plan, develop and implement social projects and strategies of
372 individual and collective action; determine the purpose of communication, apply
373 effective communication strategies depending on the situation, be able to emotionally
374 adjust to communicate with others.

375 Educational researchers from the United States (Katz L. G. & McClellan D. E.,
376 1997) distinguish markers of social competence of elementary school students who
377 are guided in their work by teachers, social educators, practical psychologists,
378 parents, and others. in order to identify problems of its formation. They are structured
379 into four blocks: individual attributes, social attributes, attributes of external
380 characteristics; attributes of interaction with adults. Authors of markers of social
381 competence of junior pupils complement their personal characteristics of social
382 behavior: friendliness, co-operative behavior, adherence to traditional patterns of
383 behavior and self-control skills (overcoming aggressiveness, managing anger,
384 avoiding shyness, etc.).

385 The conducted pedagogical diagnostics has shown an inadequate level of
386 formation of social competences of junior pupils (only 9% of junior pupils found high
387 level of formation of social competencies, 43% average and 48% - low). According

388 to researchers, the reason for the low level of formation of social competencies is the
389 nonproductive methods of interpersonal interaction, the lack of a holistic system for
390 the formation of social competence of students and the pronounced social
391 significance of educational activity.

392 The problem of formation of social activity of primary school students was
393 considered only in separate articles (Gavrish, 2016, Kolesnik, Yarmola, 2012). In
394 their opinion, it is possible to improve the method of formation of social activity of
395 junior pupils by including in the lesson the technologies of interactive learning. The
396 feasibility of using non-standard forms of primary schooling is that such lessons can
397 make the learning process more interesting and diverse for students. Non-standard
398 forms promote the creation of conditions for cooperation, which is important for
399 elementary school. They also note that the feature of forming the social activity of
400 junior pupils in charitable activities is manifested in the participation in voluntary
401 children's associations, the development of active communication, in terms of the
402 implementation of the schoolchildren virtues, in the level of cooperation relations in
403 the systems "student - student" and "student - teacher » In the process of virtues, a
404 person has the opportunity to reveal a relation to himself, to the surrounding world, to
405 his place in this world, to his role in life, which in fact characterizes the social
406 position of the student.

407 The Russian researchers (Zinchenko, 2002, Zhdanova, Saffiulin, 2016) noted
408 the importance of social activity as a space of development of a socially active person
409 in the relationship of the educational and extracurricular aspect, based on the
410 principle of binary spiritual and material and personal and social in the actual
411 knowledge of reality. Socio-pedagogical sense of development of a socially active
412 student consists in the implementation of purposeful socialized influence of socially
413 significant cases on the formation of the student's outlook, his general cultural and
414 civil competencies. The social activity of the junior pupil as a personal quality, in
415 their opinion, is manifested in the inalienable attitude and mastery of the world,
416 realized in sociability, objectivity, intelligence, selectivity in the process of realizing
417 needs, abilities, interests in learning, work, communication, and behavior.

418 Researchers found insufficient development of social activity and skills of
419 constructive communication in the course of social interaction with adults and peers
420 in joint work and creativity; manifestation of negative personality traits
421 (aggressiveness, obstinacy, fears, overestimation, overexcitation), leading to
422 persistent failures and the formation of unwillingness to exhibit activity. 42% of
423 primary school students experience similar difficulties: interpersonal barriers in
424 communicating with participants in educational relations; organization and
425 arbitrariness of the regulation of behavior; rapid loss of interest, change in the
426 direction of action from the social to the personal nature of satisfaction needs.

427 It should be noted that, according to the findings of both studies, scientists note
428 that the reasons for the low level of formation of social activity and social
429 competencies are: insufficient use of the potential of educational and extracurricular
430 activities; insufficient readiness of teachers to innovate pedagogical activity;
431 undeveloped technology and teaching and methodological support for the process of
432 forming the social activity of elementary school students.

433 **5. CONCLUSION**

434 The article substantiates the theoretical and methodological foundations of the
435 formation of social activity of primary school pupils in institutions of general
436 secondary education, namely: the essence of the concept "social activity of students"
437 is specified; the peculiarities of the formation of social activity of primary school
438 students are determined; the criteria and indicators and levels of formation of social
439 activity of primary school students are substantiated; The pedagogical conditions for
440 forming the formation of social activity of primary school students are theoretically
441 substantiated.

442 The most effective forms of work with junior pupils for the formation of social
443 activity are: group, collective, project, student self-government; pedagogical
444 communication; extra-curricular work.

445 Effective methods for forming social activity of elementary school students
446 include work in pairs and groups, solving situational tasks, problematic method of
447 teaching, project method, discussion, role play, simulation games, conducting actions

448 and operations, creating educational situations, example, conversation, persuasion ,
449 tutoring, training etc.; with educators: training, disputes, role-playing games, group
450 work, reflection-reflection etc.

451 The steady dynamics of the increase of the levels of social activity formation
452 among primary school students of the ZSSO of the experimental group testifies to the
453 pedagogical expediency and effectiveness of the theoretically substantiated and
454 experimentally verified pedagogical conditions for the formation of social activity of
455 primary school pupils of ZSSO.

456 Formation of social activity of the personality of the junior pupil is a coherent
457 process organized in the KSSO directly by classmates, a practical psychologist, a
458 social teacher and parents, which involves the pupil's learning of social experience
459 during which the student converts social experience into their own values and
460 orientation, selectively introduces into their behavior system are those norms and
461 patterns of behavior that are adopted in a society or group.

462 The conducted research does not exhaust the multifaceted theoretical and
463 practical searches for solving problems. Further scientific research may be aimed at
464 extrapolation of the results of research on gender differences in the formation of
465 family life values in senior pupils of residential institutions.

466 **CONSENT**

467 Schools of Chernygiv region are participants of the official All-Ukrainian
468 experiment approved by the Ministry of Education of Ukraine from March 18, 2019,
469 No. 368, on the topic “Pedagogical conditions for the formation of social activity of
470 students of institutions of general secondary education».

471 **COMPETITIVE INTERESTS**

472 The author stated that they did not compete there are interests.

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