

FEATURES OF FORMATION OF PRIMARY SCHOOL PUPILS` SOCIAL ACTIVITY

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

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

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

1. INTRODUCTION

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

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

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

However, as practice shows, in many schools education is mostly formalized. This leads to a sharp drop in the level of parenting and the growth of spirituality,

social selfishness of children and adolescents. In fact, a generation with a consumer attitude towards life is formed. At the same time, the youth tend to compensate for the lack of communication, the lack of conditions for self-realization in informal structures, in the virtual space, in amateur associations, which, unfortunately, they could not get at school.

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

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

The formation of social activity of primary school students was investigated by Gavrish (Gavrish, 2016), Zinchenko (Zinchenko, 2002), Zhdanov and Suffiulin (Zhdanov, Suffiulin, 2016) Kovalenko (Kovalenko, 2017), Kolesnyk and Yarmola (Kolesnyk, Yarmola, 2012), Nikolaescu (Nikolaescu, 2014).

2. OBJECTIVES

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

The Ukrainian education system consists of a primary school - 1 - 4 classes (ages 6 - 9); elementary school - grades 5 - 9 (age 10 - 14 years); high school - 10 - 11 classes (age of children 15 - 16 years). At the end of grade 9 students can enter colleges to receive their elective profession. After the 11th grade they can enter the university.

The task of the article: to clarify the essence of the concept of "social activity of students" as a scientific concept; to determine the specifics of the formation of social activity of primary school students (age of children 6 - 9 years); to substantiate the criteria and indicators, to determine the levels of social activity formation of

elementary school students; theoretically substantiate the pedagogical conditions for the formation of social activity of elementary school students in institutions of general secondary education.

2. MATERIAL AND METHODS

The study of the formation of social activity of students was conducted in schools of Chernihiv oblast in Ukraine (Nizhyn Gymnasium № 2 and № 3, school № 11, Chernihiv schools №3, № 9 and № 15, Varvins Lyceum №2, Sribnyansky school). The study was attended by only 854 elementary school students. To achieve the goal and to realize the objectives of the study, we used a set of methods: theoretical - analysis, comparison, classification, generalization in order to clarify the nature of the phenomenon "social activity of students" and the peculiarities of the formation of social activity of primary school students in institutions of general secondary education; systematization and generalization of theoretical and empirical data for the development of pedagogical conditions for the formation of social activity of primary school students in institutions of general secondary education; empirical - diagnostic methods (interviews, questionnaires, solution of situational tasks, program of pedagogical observations, rankings, methods of unfinished sentences) for determining the levels of social activity formation of primary school students in institutions of general secondary education.

3. RECONNAISSANCE

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

Social activity of students is a complex personal formation, which is defined and regulated by a set of attitudes, ideas, beliefs, habits, stereotypes of behavior

that are implemented in the social sphere of society and related to activities in society and allow them to successfully adapt and implement its transformation, level the formation of which determines the self-actualization and social behavior of the younger generation for the purpose of self-realization (Bulavenko, 2019)

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

The student's social activity is manifested in the awareness and acceptance of the interests of society and the school community, the readiness and ability to realize these interests and act actively, in the strategy of his social behavior, based on social institutions that perform in relation to behavior motivational, orientational, predictive, regulatory, controlling, productive and other functions (Uisimbayeva, 2014)

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

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

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

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

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

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

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

Subjective-activity approach to education is to create such pedagogical conditions that contribute to the formation of personality subjectivity. The concept of

"subject" indicates the ability of a person to be active, independent, initiate and carry out communicative activities, learning, cognition, etc. At the heart of this concept is the relation of man to himself as an individual. Subjective position reflects the authorship, individuality, independence of the individual, its active-transformative strategy in the activities and behavior.

At school, a student can perform different roles in different activities and accordingly have different statuses in the community: they may have a beginner or a longtime status, the status of a listener or speaker in communication, a skeptic who denies the various children's proposals relating to any common affairs, or inspirational artist, leader. They may have the status of a student who begins to comprehend the bases of socially meaningful, creative, organizational and other activities, or the status of a master who has achieved some success and recognition in it. They may be the soul of a company or the only one, etc.

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

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

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

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

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

As a result of the primary school students' diagnosis it was determined that students lack empathy, low initiative, no well-formed communication skills, most of the children showed selfish motives for behavior. In addition, not all students know the basic rules cohabitation in society.

The results of the confirmatory phase of the experiment indicate that there is a lack of due attention to the formation of social activity of primary school pupils on the part of teachers. Most of the teachers do not study the level of social activity of students, their individual characteristics, conduct educational work, without analyzing the results in a comprehensive manner (pay attention only to studies). In this connection, the possibility of a pedagogical influence on socialization, consciousness,

empathy, world outlook of the child, formation of moral qualities, social activity in it is narrowed.

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

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

In order to increase the social activity of primary school students we offered our successful childcare system testing in experimental schools.

The pedagogical conditions for the formation of social activity of primary school pupils in the school have been theoretically substantiated and experimentally verified, namely: 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 students of elementary school ZSSO was developed and implemented (special course program and educational-methodical complex "Life Economics - First Steps" (Bulavenko, Kovalenko, 2018), social program for pupils of grades 1-4 "Know Yourself" is developed and implemented) (Bulavenko, 2019), a program to increase the readiness of teachers to innovate in the formation of social activity "Creative Teacher" (Bulavenko, 2019)).

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

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

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

The program reveals the content of the special course "Life Economics - The First Steps", its study provides an opportunity: to form students' understanding of the economy as a sphere of life and human activity associated with the problem of meeting its needs; to ensure awareness among junior students of the relationship of

human labor with its results, applied efforts in the success of activities, ability to perform social roles and cooperate with others with self-realization; develop the foundations of consumer culture; to expand the active vocabulary of students, including social and economic terms; to promote the development of new social roles at the informational and empirical levels - "buyer", "consumer", "performer", "producer" - and functions that characterize them; to form activity, thrift, economy, diligence, generosity, tolerance, sociability, benevolence; show the need for social knowledge and education for the formation of a new information society and the creation of an innovative economy.

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

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

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

Achievement of the goal is realized through the following tasks: the creation of a friendly atmosphere in the group as a necessary condition for the development of children self-confidence; creation of conditions for social adaptation to school,

adoption and development of the social role of the student as a participant in the social community; the formation of metaprastrial skills that provide the possibility of continuing education in the primary school, the education of the ability to learn as an ability to self-organization in order to solve educational problems; organization of interaction between children as a precondition for the formation of social activity, skills of educational and interpersonal cooperation, development of skills of cooperation and non-conflict interaction with adults and peers; development of autonomy and personal responsibility for their actions; studying the personality of the child, tracking the effectiveness of forming the social activity of children at the end of each block of the program.

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

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

Formation of social activity of primary school students carried out through joint creative educational activities as a kind of educational activities aimed at mastering students' generalized ways of doing things in the process of their active transformative interaction with reality. For the purpose of organization of joint creative educational activity of younger students, various forms of development of social activity of young people schoolchildren were used, namely group forms;

collective forms; student's municipality; form of project activity; pedagogical communication; extracurricular work.

In the initial phase of the experimental work special attention was paid to communication aimed at uniting the team; the formation of a positive attitude towards their members, goals and activities. We also offered the children tasks that they allowed "Living" different situations for them, defining their needs for activity, leadership, support, co-creation, recognition of merit of others, ability to assert their point of view.

Initially, it was determined that it was the group work of the students primary schools are most active. Although younger students are not yet able to speak and speak publicly thoughts aloud to the whole class and the teacher, but in the group they can take an active position, discuss on an equal footing with all that is proposed questions and tasks, in such a situation students feel more confident and more comfortable.

When organizing group work, the following tasks are solved: growing activity and independence of younger students; character changes the relationship between the students, that is, the indifference, the aggression disappears warmth and humanity; the cohesion of the class is increasing; the students are beginning to understand treating each other and themselves with great respect; growing self-criticism: the younger student assesses their abilities more accurately, better controls himself; schoolchildren help in teaching their comrades; acquired skills necessary for life in society: independence, responsibility, tact, ability to build your behavior based on other people's positions.

Therefore, it is important to emphasize that by introducing a new form of cooperation, you must provide a sample. Teacher shows with 1-2 kids near the board in one example, the whole course of work, emphasizing the form of interaction, for example, cliché speech: "Do you agree?", "Do you mind?", "Why do you think so?" Several examples of different styles of interaction allow students to choose their own own style. In addition, there will be a real teamwork mastered by children only after parsing 2-3 errors. Optimal operating time small groups in primary school is 5-7

minutes, for a full cycle including group discussion, intergroup dialogue, reflection of teamwork.

In the first stage, the main task of group work is mastering the norms of cooperation for children, learning how to organize together discussion. Specific practical problems: mathematical, linguistic or other is a means of doing such work. After the rules of the group mastered by the students, that is, everyone adheres to the tasks independently, the emphasis is on the search, the students' way of solving certain types of tasks or exercises.

At least 3-5 lessons are required to activate groups. So often it is not necessary to transplant children. But to consolidate a single group of, say, semester is also not recommended: children should have experience working with different partners. However, only the strictly individual is possible here approach. When evaluating the work of a group, there should be less emphasis discipleship, how much human virtues: patience, kindness, friendliness, courtesy, kindness and more. You can only rate teamwork, in any case not giving the children who worked together, different estimates.

Formation of social activity of elementary school students was facilitated also the use of educational games. Game Situations, primary schools were constructed sequentially, resulting in a game activities required the fulfillment of social roles of different levels of complexity. So in the course of experimental work in this regard was carried out sequential complication of game activity as a means of forming social activity of the younger students, which allowed: the students to believe in their own forces, to see the real capabilities and abilities they can to use in life when expanding knowledge about the social world; to build a space of cooperation and relationships through relationships knowledge of oneself within the framework of "I - I" and various forms of correlation of oneself with other people - "I and others"; turn your attitude into your own life, to realize own positions and independently to reach desirable results.

The socially oriented games were divided into three directions: knowledge (enrichment of social knowledge), communication (stimulating self-knowledge of

younger students themselves in terms of interaction, communication and relationships), creativity (self-realization of personality in the game). Each previous direction was preparatory to the next.

During the experiment it was noted that at the initial stage experimental work younger students were oriented mainly way to their own game behavior, but later they became more interested collective action, thereby establishing the relationships necessary for organizing collaborative activities that could prove to be quite sustainable and positively influence the social activity of students.

As a result of using games of social orientation students the younger classes were able to learn in special playing conditions basic concepts and approaches relevant to the social world. It facilitated the acquisition of socially significant norms of communication by students values, provided the accumulation of social experience and self-realization in socially significant activity, formation of social activity.

The development of social activity of younger students is underway successful if a project form is used in the educational process work. It can be either group or individual. Project activity Is a system of learning, a model of organization of the educational process, oriented on the creative self-realization of the students' personality, their mental development abilities, volitional qualities and creative abilities in the process of creation a new product under the control of a teacher who has an objective situation and subjective novelty is of practical importance.

The project form of work contributes to the development of independence of the student, all spheres his personality, ensures the subjectivity of the student in the educational process, therefore, project training can be seen as a means of enhancing creative and cognitive activity of students.

The purpose of social projects is to develop an active civic position students through participation in socially significant activities; involvement of students to the socio-cultural environment of society through educational activities; development of motivation for healthy lifestyle among younger students; promote involvement of primary school students in the cultural heritage of their people, to its moral, aesthetic values; environmental, spiritual and moral patriotic education, increased social

activity and civic activity responsibility through direct communication with the population.

As a result of the experimental work social activity of primary school students increased. The kids got bigger initiative, independent, better began to feel and understand others people who have learned to work in a group, perform different social roles in collective, acquired communication skills, more children began to detect altruistic motives for behavior.

How the level of social activity of students in the process has changed during experimental work can be seen by comparing the diagrams in Fig. 1 and Fig. 2

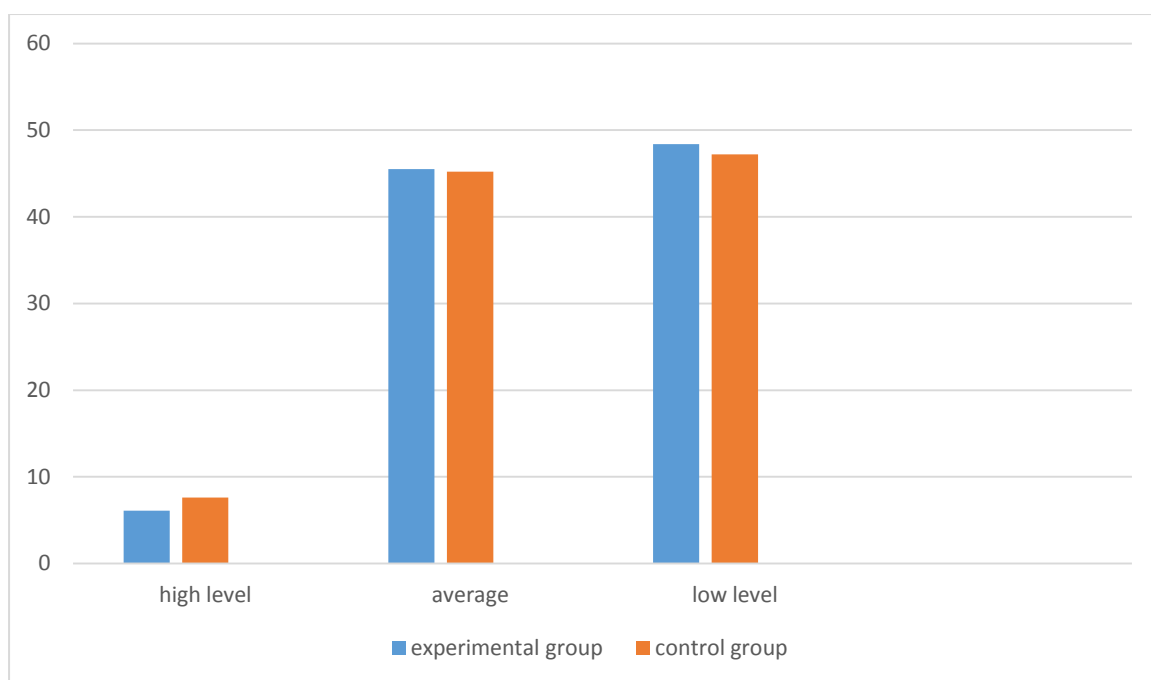


Fig. 1. The level of social activity of primary school students in experimental and control groups at the beginning of the experiment.

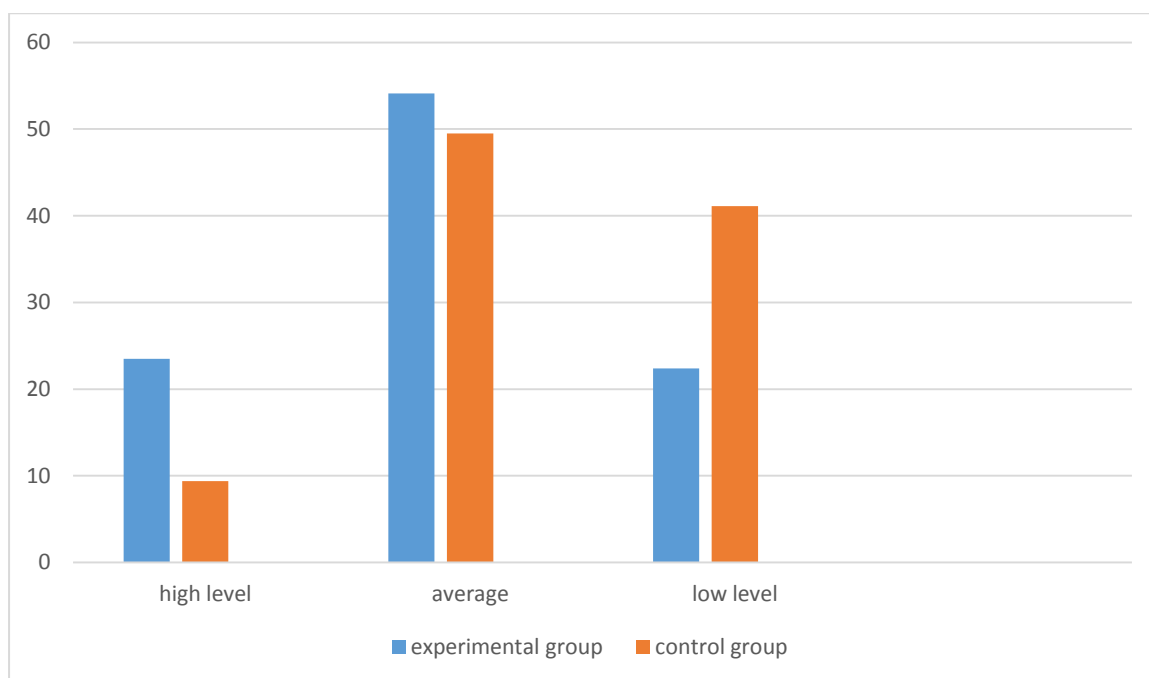


Fig. 2. The level of social activity of primary school students in experimental and control groups at the end of the experiment.

Comparison of the results of students' social activity development primary school shows that in the experimental group, average figures are higher by 4.6% than in the same period of students with high level of development of control group, lower by 14,1% - from average and 18.7% - with low level of development of this sphere of personality.

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

4. DISCUSSION

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

The researchers developed the scientific and methodological substantiation of the problem of formation of social activity of elementary school students in ZSSO, pedagogically, the system and educational and informational space of formation of a socially active person were considered, the role of students' self-government in the

formation of an active life position and skills of performing social roles is analyzed, the model of formation of social activity of students is described etc.

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

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

Educational researchers from the United States (Katz L. G. & McClellan D. E., 1997) distinguish markers of social competence of elementary school students who are guided in their work by teachers, social educators, practical psychologists, parents, and others. in order to identify problems of its formation. They are structured into four blocks: individual attributes, social attributes, attributes of external characteristics; attributes of interaction with adults. Authors of markers of social competence of junior pupils complement their personal characteristics of social behavior: friendliness, co-operative behavior, adherence to traditional patterns of

behavior and self-control skills (overcoming aggressiveness, managing anger, avoiding shyness, etc.).

The conducted pedagogical diagnostics has shown an inadequate level of formation of social competences of junior pupils (only 9% of junior pupils found high level of formation of social competencies, 43% average and 48% - low). According to researchers, the reason for the low level of formation of social competencies is the nonproductive methods of interpersonal interaction, the lack of a holistic system for the formation of social competence of students and the pronounced social significance of educational activity.

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

The Russian researchers (Zinchenko, 2002, Zhdanova, Saffiulin, 2016) noted the importance of social activity as a space of development of a socially active person in the relationship of the educational and extracurricular aspect, based on the principle of binary spiritual and material and personal and social in the actual knowledge of reality. Socio-pedagogical sense of development of a socially active student consists in the implementation of purposeful socialized influence of socially

significant cases on the formation of the student's outlook, his general cultural and civil competencies. The social activity of the junior pupil as a personal quality, in their opinion, is manifested in the inalienable attitude and mastery of the world, realized in sociability, objectivity, intelligence, selectivity in the process of realizing needs, abilities, interests in learning, work, communication, and behavior.

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

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

Consequently, similar studies in Russian schools also point to insufficient social activity of primary school students.

5. CONCLUSION

The article substantiates the theoretical and methodological foundations of the formation of social activity of primary school pupils in institutions of general secondary education, namely: the essence of the concept "social activity of students" is specified; the peculiarities of the formation of social activity of primary school students are determined; the criteria and indicators and levels of formation of social activity of primary school students are substantiated; The pedagogical conditions for

forming the formation of social activity of primary school students are theoretically substantiated.

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

Effective methods for forming social activity of elementary school students include work in pairs and groups, solving situational tasks, problematic method of teaching, project method, discussion, role play, simulation games, conducting actions and operations, creating educational situations, example, conversation, persuasion, tutoring, training etc.; with educators: training, disputes, role-playing games, group work, reflection-reflection etc.

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

Formation of social activity of the personality of the junior pupil is a coherent process organized in the KSSO directly by classmates, a practical psychologist, a social teacher and parents, which involves the pupil's learning of social experience during which the student converts social experience into their own values and orientation, selectively introduces into their behavior system are those norms and patterns of behavior that are adopted in a society or group. Primary school teachers in their work should use more collective forms of work, pay more attention to the development of communication skills of children, use socially oriented games in lessons and afternoons, to create situations in which students could learn new social roles.

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

attention to the influence of design methods of training and education on personality formation of primary school students.

CONSENT

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

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