FORMATION OF SOCIAL COMPETENCE IN STUDENTS

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Annotation
The proposed article analyzes the problem of the formation of social competence in children of primary school age. In the process of studying the theoretical material on this issue, we clarified the concept, social competence, identified the psychological and pedagogical conditions for the formation of social competence among younger schoolchildren, where the program for the implementation of conditions was followed.

Keywords: Technical development, social competence; conditions; psycho-pedagogical condition.

INTRODUCTION
Primary school, as the first compulsory stage of general education, is called upon to make a significant contribution to the implementation of this problem. This predetermined the emergence of a fundamentally new task of forming social competence in children of primary school age.
For the formation of social competence, the main social institution is the family, which provides all-round development to the child. In the family, children receive the first skills in the formation of social competence, and then deepen their knowledge in an educational organization.
It is the primary school teacher who contributes to the improvement of knowledge of competence in the classroom and after school hours. Therefore, we can consider pedagogical activity as an upbringing and teaching influence of a teacher on students, aimed at his personal, intellectual and activity development, at the same time serving as the basis for his self-development and self-improvement.
The teacher-psychologist on the formation of social competence in children of primary school age observes the socialization and socio-psychological adaptation of the child in the educational organization, but to a greater extent pays significant attention to how the child interacts and socializes in the classroom.
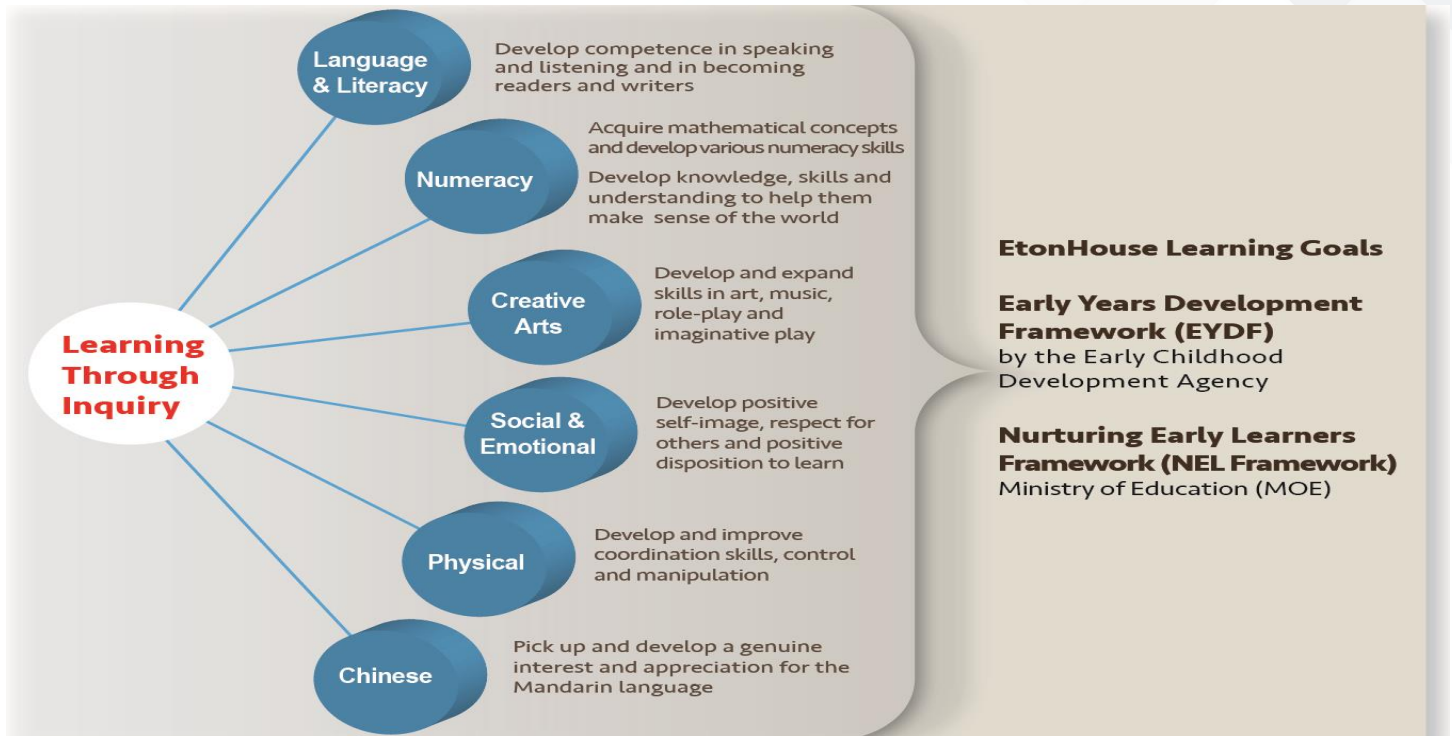
Fig 1.Integrated Learning Through Inquiry Curriculum

The process of socialization and socio-psychological adaptation are directly interconnected, as they reflect a single process of interaction between the individual and society. During socio-psychological adaptation, the development of the social qualities of the individual takes place, for example: communication, behavior and objective activity, as a result of which the individual will fulfill his own desire, needs, range of interests and contains the likelihood of self-determination.

Our holistic approach ensures that children have a smooth transition from pre-school to primary one through opportunities such as:

▪ Writing, phonological awareness, reading and computer experiences
▪ Representation of ideas, thoughts and feelings through symbolic languages e.g. drawing, painting, dancing and drama
▪ Mathematical experiences e.g. counting, using number symbols, measuring, sorting, comparing, classifying and problem-solving
▪ Scientific investigations, observing, predicting, forming hypotheses, exploring and discovering
▪ Outdoor play e.g. climbing and balancing, aiming and catching, experiencing nature
▪ Exploration through the use of their senses
▪ Social engagement e.g. listening, sharing and representing ideas with others

Our curriculum is informed and guided by:

- Early Years Development Framework (EYDF) by the Early Childhood Development Agency (ECDA)
- Nurturing Early Learners: A Curriculum Framework in Singapore (NEL Framework) – (A Curriculum Framework for Kindergartens by the Ministry of Education [MOE]) and EtonHouse Early Years Learning Goals.

Because of what the person enters into a new social environment, becomes its full-fledged member, asserts itself and develops its own individuality, its distinctive feature. Socio-psychological adaptation is a fundamental mechanism of socialization and is determined by the interaction of the individual and the social environment.

Therefore, to track the adaptation of children, the psychologist involves them in various types of activities outside school hours, instills diligence and diligence, orients and directs the child to the path of self-education, conducts various training sessions to improve the formation of social competence.

Social competence must be formed from childhood. The introduction of the child to society, his assimilation of traditions, norms, values and requirements of this society. Educational organizations are ready to take on the functions of positive socialization of children, transforming full-fledged spiritual development, cognition of oneself and the world around them, and acceptance of social norms of behavior.

Based on the analysis of psychological and pedagogical literature, it was found that the formation of management of social competence in primary school age is based on such personal formations as achievement motivation, arbitrariness, positive attitude towards oneself, high self-esteem, and the ability to behave constructively in difficult situations.

The concept of "social competence of primary school age" has been clarified as an integrative personality quality characterized by a value attitude towards productive interaction with various groups and individuals in the process of an active creative foundation by a child of moral and ethical norms of communication and regulation based on reflection of interpersonal and within personal social positions.

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