I. Semenchuk,
Student,
I. Samoylyukevych,
PhD (Education), Professor,
Zhytomyr Ivan Franko State University

THE FORMATION OF SOCIAL COMPETENCE IN PRIMARY-SCHOOl LEARNERS IN THE PROCESS OF TEACHING ENGLISH THROUGH GAMES

The main task of education at the modern stage is to educate the younger generation, to form a complex of qualities necessary for life in society and new social relations. This problem is solved through a specially organized process of socialization. Formed social competence of younger students characterizes the child as an open-to-society personality with social skills behavior, willingness to perceive social information, desire to learn about the surrounding world. Scholars in the fields of pedagogy and psychology state that the formation and development of social skills will help the child to prepare for an independent life.

An individual's social competence should be understood as the desire and ability to communicate with others, the ability to manage social situations, and to use strategies that will be effective in achieving communication. Researchers identify the following components of social competence: 1) *motivational*: an individual is interested in communication, recognizes the value of interacting with others, adopts rules and rules of interaction with people; 2) *cognitive*: an individual sees knowledge of its positive and negative qualities, knowledge that people are different in their characteristics and actions, the existence of different cultures, knowledge of rules and rules of interaction / communication with peers and adults; 3) *active*: an individual shows readiness to update one's knowledge available, ability to self-organization, self-control, skill to establish relationships; 4) *reflective*: an individual has the ability to evaluate and explain their behavior and analyse the actions of others on the basis of one's existing knowledge.

The criteria for assessing the levels of the formation of social competence of younger schoolchildren include: children's awareness of objective social reality; social orientation and readiness for the activity; socially significant actions. Successful socialization of younger students requires such conditions that would provide them with the opportunity to critically rethink and select what a society offers [4]. The main thing is to get the student acquire social experience that will influence their actions, the formation of their desires and interests, direct or restrain its activity, that is, influence consciousness.

The social competence of younger students is characterized with the following indicators: adopting social rules and regulations, find the right guidelines; building their social behavior; navigating their rights and responsibilities; being able to take into account the opinion of other people, take into account their desires and interests, flexible communication with communication partners; responding adequately to their

words and actions, harmonizing relationships with peers and adults, negotiating with them; avoiding conflicts [7].

Education contributes to the development of social competence, because involvement in society occurs precisely in the course of educational activities. The initial element of social education is characterized by the fact that its here that the child needs to communicate with others, the desire to have joint activities[1].

Primary school age is the first period of systematic involvement of a child in society both in their mother tongue and a foreign language, for example, English.

It is during this period that a number of personal entities are necessary for the formation of social competence, if the teacher takes care of it in the English lessons. The process of the formation of the student's personality in the context of learning and teaching English is characterized by the intensive development of social relations, changes in social roles and functions with the further expansion of social and moral interactions of children with the surrounding society. These changes are the main principles of the organization of the process of the formation of primary-school children's social competence.

One of the most promising ways of educating active learners, equipping them with the necessary skills and abilities in the English lessons is to introduce active forms and methods of teaching, among which language games, communicative games and role-play and occupy a leading position. It is in these games that a child's easy communication with the team begins, as well as a mutual understanding between the teacher and the learners. Games are an interesting and effective method of teaching in the educational activities of pupils and can be used at any stage of language learning. The use of games in learning English has the following advantages:

1. They are motivating and challenging ; help learners to make and sustain the effort of learning.

3. Games provide language practice in the various skills - speaking, writing, listening and reading.

4. They encourage students to interact and communicate; create a meaningful context for using language [3, 47].

Ersoz (2000) states that games can be used to give practice in all language skills and they can be used to practice many types of communication In the process of playing, the child develops the habit of concentrating, working thoughtfully, independently, developing attention, memory, aspiration for knowledge. The younger learners love games, it's fun and interesting,through games children experiment, discover, and interact with their environment. [2]

Playing *language games* and having fun are crucial to development and highly motivating to children. The natural setting of a child's game provides opportunities for language development, hypothesis testing, problem solving, and the formation of thought constructs that reflect the shared cognitive themes related to cultural understanding .Language games have been widely used and continue to be used as a primary means of social integration of children. Educational game-like activities have been used productively in the education and upbringing of children throughout the history of pedagogy, allowing children to know relatively easily and

in a casual atmosphere, the types and norms of behavior, ways and models of solving certain problems, and the outside world. For example, you can use the game «Wave Stretching». Students have fun together as they listen to one another, and physically repeat what they have asked them to do, they look at each other, and literally mimic one another.

In a language game, children, on their own initiative, make various contacts with each other, mostly building their own relationships. If the game-like activity of the child is free and involuntary, beyond the pressure of adults, relations play the role of voluntary training, through which the child learns moral standards of behavior. Therefore, we can distinguish the following features of game-like activities that contribute to children's socialization: a variety of subject content games, representing a wide range of knowledge about the world; an emotional appeal that provides motivation for positive interaction with society; a practical focus on creativity that enables self-realization; experience of individually living unique social roles; skills of socially adequate behavior.

Using *communicative games*, the teacher forms in the student many personality traits. In the communicative game setting, a child of the primary-school age acquires the basic social competences necessary to establish contact and develop interaction with the outside world. The significant influence of communicative games on the formation of the social competence of the personality is that, through game imitation and role reincarnation, they become acquainted with the norms and patterns of behaviour and relationships with children and adults, who become role models for their own behavior. You can use the game «A Birthday Party».The teacher chooses the presenter and speaks: "Olenka is nine today. Children, let us have a birthday party. Get your presents ready". Learners take toys and greet Elena in turn.

P: Good morning, Olenka!   L: I am nine.
I wish you many happy returns of the day.   P: Here is my present for you.
L: Good morning, Pete!   L: Thank you.
P: How old are you today?

In the formation of social competence, *role-play* is in frequent use. One of the defining features of such games is the arbitrariness of game-like activities that are subordinate to the common game interests. In the development of social competence, it is important to use drama, because their educational value is ensured by the fact that, by organizing such games with children, the teacher is able to influence the real position of the child through play through productive role distribution. In these games, children's facial expressions, gestures, movements convey different emotional states of characters, their gestures and movements convey the physical features of the game image (for example: Police or Detective, Shop, Cafe and other.

Analyzing the work of researchers on this issue, we can conclude that, taking into account the age characteristics of students, the use of effective methods and techniques, will contribute to preparing socially-trained students. Therefore, it is important to create favorable conditions and directions for educational activities aimed at the formation of social competences of younger students.

REFERENCES

1. Metaxas, G., Metin, B., Schneider, J., Shapiro, G., Zhou, W. & Markopoulos, P. (2005). Scorpiodrome: An Exploration in Mixed Reality Social Gaming for Children. Proceedings of ACE 2005, ACM, p. 229–232

2. Ersoz, A. (2000) Six Games for the EFL/ESL Classroom in The Internet TESL Journal, Vol. VI, No.6

3. Kun Noemi. Games in Teaching English as a Foreign Language. Macmillan. 2010.

4. Miller, S.R. & Coll, E. (2007). From Social Withdrawal to Social Confidence: Evidence for Possible Pathways. Current Psychology, 26(2), p. 86–101.

5. Beelmann, A., Pfingsten, U., Lösel, F. (1994). Effects of Training Social Competence in Children: a Meta-Analysis of Recent Evaluation Studies. Journal of Clinical Child Psychology, vol. 23, p.260–271.

6. Crozier, W.R. & Perkins, P. (2002). Shyness as a Factor when Assessing Children. Educational Psychology in Practice, vol.18 (3), p. 239–244.

7. Максимова О.О. Формування соціальної компетентності дитини дошкільного віку як запорука її успішної адаптації до навчання в школі /О.О.Максимова // Педагогічна освіта: теорія і практика. Збірник наукових праць / Кам'янець-Подільський національний університет імені Івана Огієнка; Інститут педагогіки НАПН України [гол. ред. Лабунець В.М.]. – Вип.20 (1-2016). – Ч.2. – Кам'янець-Подільский, 2016. –С. 229 – 234