

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

THE FORMATION OF SOCIAL COMPETENCE IN PRIMARY-SCHOOL LEARNERS IN THE PROCESS OF ORGANIZING COGNITIVE ACTIVITY IN THE ENGLISH LESSONS

The article is devoted to the issue of the formation of social competence in primary-school learners in integration with teaching English. The aims of the formation of social competence in the English lessons are specified. In the article, the authors consider the process of organising cognitive activity as the context for developing social skills in young learners.

Key words: social competence, primary-school learners, cognitive activity, communicative skill.

One of the hottest issues of the 21st century is considered to be human socialization and communication skills. The process of socialization and the ability to communicate begin to develop from with childhood. For socialization of each person an important condition is the social environment, and especially its components: economic, political, social and spirituality, which have an impact on the formation of human values and behavior. The Concept of the New Ukrainian School covers the goal of the formation of ten key competencies in primary-school learners [1]. The list of these competencies enshrined in the Law on Education. The formation of key competences of younger learners is the goal in the teaching process of modernizing the content of education.

In the article, we will address the social competence as key life skills; substantiate the importance of the formation of social competence in primary-school learners; specify some pedagogical prerequisites for the formation of social competence in the English lessons through cognitive activities.

The social competence is one of the important competences for developing personality in young learners. The social competence provides all behaviors that are required for efficient and constructive active participation in social life, in family and at work. Some researchers consider that an important sign of the formation of the social competence of younger students is the ability to be continuously gaining personal experience of social behavior through the creation and analysis of different life situations in real and virtual life. Formed social competence of younger students characterizes the child as an open-minded person with skills of social behavior, readiness to perceive social information, the desire to know the world around [2, p. 37].

The 21st-century society needs a well-prepared competent personality. That's why one of the main goals of the school is to introduce a competent approach to the

formation learner's social competence from primary school. In order to implement a competent approach, the school must create the appropriate conditions. Therefore, one of the directions of the educational institution is to create the conditions in our work for the formation of social competence, which means that the leading task of teachers, social educators, and practical psychologists is: creating the conditions for the harmonious development of learners, identification of abilities that reveal their uniqueness, disclosure of personal creative inclinations, that is, creation of conditions for intellectual, spiritual and physical development.

The future of humanity increasingly requires the education of students of the independent, initiative, responsible citizens, capable of productively interacting in the fulfillment of social, economic and industrial goals. Performing these goals requires the development of personal qualities and creativity of the individual, the ability to self-develop and acquire new knowledge, the ability to solve life's problems, the ability to navigate and adapt to the constant changes in society. Basically, such goals are at the heart of reforming a modern school, the main task of which is to prepare a competent personality who will be able to solve specific educational, life issues and, in learners' future, professional situations.

By analyzing the definition of social competence, we came to the conclusion that it is the foundation on which the social, emotional and cognitive skills and behaviors that learners need to build for successful social adaptation. In the process of formation and learning these skills learners model an idea of their own behavior. Each of these skills is necessary for the development of personality in the learners. Social competence frequently encompasses social skills, social communication, and interpersonal communication. That is important to combine social and communicative competencies in working with young learners because the children are established interaction with different people, learners find themselves in a society of people [3].

Communication is the major aspect of the process organizing cognitive activities in the English lessons. During this process, learners develop learning skills, such as attention, memory, and thinking. In general, cognitive activities are mental processes through which learners make sense of the world around us and learning to know their environment both internal and external.

The teacher can use different tasks of the process of organization cognitive activities in the English lessons, which help learners, forge positive relationships. We help children develop social competence, through the ability to read emotions, cooperate, make friends and negotiate conflicts. The teacher can carry out this work tasks in pairs or in a group. It can be games and activities: «Facial Expressions and Emotions», «Feelings Game», «Simon Says & Red Light, Green Light», «Step into a conversation», «Memory or Matching game», improvisation storytelling and different board games [4].

Story-based discussions about emotions are good for understanding and they help kids to develop their "mind-reading" abilities. It sounds simple, and it is: Read a story with emotional content and have children talk about it afterwards. Why did the main character get angry? What kinds of things make you get angry? What do you do to cool off? When kids participate in group conversations about emotion, they reflect on

their own experiences and learn about individual differences in the way people react to the world.

As a result of our article is to explain importance of the formation of social competence in primary-school learners. We have come to the conclusion, that the formation of social competence in the English lessons can be effective by using different cognitive activities. These activities help to develop communication in young students in the English lessons. So, developing communicative skills can greatly help learners to realize themselves in the future.

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