

The use of practice-oriented methods of forming the social activity of primary school children in the practice of primary education

V.V. Sharlay¹*

¹ Siberian State Industrial University, Novokuznetsk, Russia

Abstract. The article presents the problem of forming social activity of the Primary school children, the structural components of social activity of the Primary school children: the system needs and aspirations; system of public and personal motives; value orientations and attitudes; self esteem and socially valuable personal qualities of the personality. Developed the content, forms and methods of the gradual formation of social activity with age-appropriate primary school children, the training of teachers of primary education by supporting social activity of the primary school children in each of the stages.

1 A problem statement

The reassessment of the priorities of Russia's national development in the direction of recognizing and strengthening the role of social factors inherent in a person has increased the relevance of answering the question of the formation of a socially active, proactive, creative personality in modern society.

The reassessment of the priorities of Russian national development in recognising and strengthening the role of social factors inherent in a person has increased the relevance of answering the question of the formation of a socially active, proactive, creative personality in modern society.

Currently, there is a fairly large number of studies devoted to the formation of social activity of schoolchildren in modern socio-economic conditions: the inclusion of students in real socially significant relationships with the outside world [1] forming the process of knowing yourself [2], development and self-realization; creation of the special conditions for meeting the interests of children, disclosing the creative potential of the person; the formation of motivation of social activity in various spheres - sports [3, 4], work, play, education [5], extracurricular [6], leisure [7]; the formation of socially valuable qualities and abilities of the person [8] (readiness for mutual assistance, initiative, activity, independence).

* Corresponding author: prof-ped.gpa@mail.ru

1.1 The objective of the work

At the same time, I would like to note that the main attention of modern research is focused on the development of social activity of adolescents [11, 12], and senior schoolchildren [13], and the issues of the formation of social activity in primary school age, as the initial stage of children's entry into a new system of relations with reality, are not touched upon.

Basically, the research deals with considering the process of the formation of social activity of children, mainly in extracurricular activities: work, play, leisure, sports and health. The fact is overlooked that educational activity is the main one for all categories of students, and for younger students it is the leading one.

2 Results of the research

The experimental data we obtained on the basis of a number of schools (№ 8, 10, 32, 34, 49, 55, 59, 76) in Novokuznetsk confirm the inadequacy of the formation of social activity of primary schoolchildren: every seventh primary school student has low and zero levels of social activity formation, 49.3% - the average level. We have found that the reasons for the failure of primary education in the formation of social activity of primary schoolchildren are the contradictions between: new requirements for a primary school graduate and the lack of effective methods and means aimed at developing the socially active personality of students; the needs of the inclusion of primary schoolchildren in various types of socially significant activities and the limited capabilities of educational institutions to satisfy these needs; the need to organize work on the social activity formation for primary school students in educational and educational institutions of an innovative type and the undeveloped psychological and pedagogical conditions for its implementation.

The relevance and insufficient elaboration of this problem put us before the need to identify the pedagogical conditions and means of forming the social activity of students, starting from the first stage of school education. We understand the social activity of younger schoolchildren as a form of the child's dialectical connection with the surrounding reality, in which the unity of internal and external relations to activity is manifested, depending on the student's objective position in the subject-social environment, forms of self-affirmation and self-realization, the degree of his participation in socially valuable activities while mastering social experience.

We consider the following as structural elements of the social activity of primary schoolchildren: internal position as a system of needs and aspirations, realized in socially significant activities; the system of social and personal motives that determines the direction of the implementation of activity (Bozhovich L.I.) [14]; value orientations and social attitudes as a means of regulating relations with subject-social reality (Lisina M.I.) [15]; self-esteem and assessment of another; socially valuable personal qualities: responsibility, consciousness and independence (Feldshtein D.I.) [16].

Analysis of the state of the problem of the social activity formation of an individual allows us to assert that the conditions, means and technologies for the formation of social activity can be found in any activity in the educational process, since there are almost as many types of activity as there are types of social activity.

The beginning of the school period of a child's life is the first step in the formation of socially valuable personal formations, manifested in the leading activity for a person. Due to the fact that educational activity is social in content, it assimilates all the riches of science and culture; within the meaning - is socially significant and socially appreciated; in the form of implementation - it is implemented in accordance with socially developed norms, it carries great opportunities for the formation of social activity of primary schoolchildren. At the same time, educational activity is also characterized by the main contradiction: being social in meaning, content and form of implementation, it is individual

in result, i.e. knowledge, abilities, skills, methods of action, mastered in the process of educational activity - these are the acquisition of an individual student. Therefore, there is always the danger of transforming educational activity into an individualistically directed one, in which its social meaning is lost.

A child's acquisition of a schoolchild's social position and positive motivation for learning activities are not sufficient conditions for maintaining their intensity throughout the entire period of education in primary school and for the further formation of the social activity of the individual. The decline in the motivating value of the social position and the decline in the level of social activity are due, in our opinion, to two interrelated reasons: entering the school, the social position has already been achieved and is easily maintained in the learning process; social position does not depend on the content and nature of the child's activities at school - educational, play, work or communication. The motives of rivalry or coercion also do not remove this problem.

Hence, the main task of forming the social activity of primary school students is the development of motives that gives the leading activity a subjective significance, which consists in assessing the changes that have occurred in the very subject of activity - the child. To accomplish this task, we have developed a system of practice-oriented means of forming social activity based on systemic and personality-oriented approaches, in which the activation of the subject-subject relations of younger students with the teacher and with each other takes a decisive place.

We believe that the activation of the subjective relations of younger schoolchildren ensures: the transformation of students into the subject of their activity; creating a socially oriented focus of communication; creating a situation of success and an atmosphere of emotional acceptance; formation of adequate self-esteem of students; development of their reflexive abilities. We identified the following as the main conditions for activating the subject-subject relations of primary schoolchildren:

1. Participation of junior schoolchildren in a dialogue with a teacher, implying the formation of skills to formulate questions, find possible answers to them, check and control their own actions, and exercise self-assessment.

2. Participation of younger schoolchildren in dialogue with peers, ensuring the formation of skills of equal communication, self-control, the ability to listen to the opposite point of view, to find convincing arguments to prove their own opinion.

The activation of the subject-subject relations of primary schoolchildren on the basis of the formation of a dialogue with the teacher was carried out through their inclusion in various types of interactions - role, business and interpersonal, moreover, the degree of involvement of the teacher in these relations was determined by the position of the teacher and depended on the degree of manifestation of social activity of students in various forms activities.

Based on the typology of teacher relations in the process of interaction with students, developed by N.A. Berezin, Ya.L. Kolominsky [17], O.S. Gazman [18], we identified four positions of the teacher in role, business and interpersonal relationships: "hyperprotection", "leader", "on an equal footing", "increased distance".

The teacher's purposeful choice of the position of interaction, based on taking into account the level of formation of the social activity of students and assessing the actual and potential capabilities of younger students, provides variability in the construction of role, business and interpersonal relationships with children, thereby forming the subjective position of younger students.

The use of the dialogical interaction of students with the teacher in order to activate the subject-subject relations of younger students for the formation of their social activity is a necessary, but not entirely sufficient condition for sustainable positive changes in social activity. We see the reason for this phenomenon in the hierarchical communication of students with the teacher, even with the implementation of mediated subject-subject

interactions with the teacher's conscious choice of positions "on an equal footing" (or, moreover, "increased distance"), because the functions of activity management are involuntarily shifted towards an adult as the most socialized subject of activity.

The activation of the subject-subject relations of younger schoolchildren with each other has fundamentally different possibilities than interaction with the teacher. Analysis of the psychological and pedagogical literature [19, 20] and our observations made it possible to identify the features of the dialogical interaction of primary schoolchildren in the process of their joint activities:

- communication and joint activities with peers allows students to reproduce and interiorize subject-social norms and patterns of action;
- peers strengthen in each other a sense of independence, thereby realizing the desire to be active;
- in a society of peers, students most successfully practice traditionally adult forms of behavior (control, assessment);
- communication with peers opens up to students the idea and practice of equality, forms a need and an opportunity opens up to take the point of view of another, to coordinate his actions with others.

Taking into consideration the features listed above, we have developed a methodology for enhancing the intersubjective interactions of students based on their inclusion in communicative situations, which reflects the logic of the gradual formation of social activity. By a communicative situation, we mean spontaneously arising or specially organized by the teacher in communication, caused by the needs of verbal interaction of students in the course of joint activities and requiring a certain level of formation of communicative skills to resolve them.

This technique is based on the inclusion of younger students in communicative situations (performing, adaptive, creative), which are aimed at solving the following tasks:

- the formation of social trust of junior schoolchildren to each other;
- development of social emotions in primary school children;
- the formation of the ability to defend their own position in the process of communication;
- development of communication skills and abilities of students.

Communicative-performing situations presuppose the formation of a need in younger schoolchildren to establish interpersonal contacts in the course of joint activities. At the same time, the process of interpersonal interaction is based on a clear implementation of ethical norms and rules of behavior in society, which are explained in detail to students before starting joint work, and then repeated many times in the course of its implementation.

Communicative - adaptive situations are aimed at shaping the desire of younger schoolchildren to implement constructive communication with partners in joint activities. At the same time, there is an incentive for students to coordinate their actions with the requirements of other participants included in these situations of interaction.

Communicative - creative situations are aimed at developing the skills and abilities of younger students to analyze their own position in the process of interacting with partners and assessing the result of intersubjective interaction. Situations of this type presuppose a certain level of formation of the reflexive component in students, therefore, they are used at the final stage of the formation of social activity (in the 4th year of study) of younger students. When implementing communicative situations of various types in the process of teaching younger students, we used various forms of work: non-traditional lessons (lesson-journey, lesson-fairy tale, lesson-quiz) dramatization, competitions, building dialogues with students, etc. The use of practice-oriented means of forming social activity in the process of teaching primary schoolchildren made it possible to achieve authentically significant changes: the number of high school students increased significantly - by 46.3%; and

optimal - by 22.6% levels of formation of social activity. At the same time, the number of junior schoolchildren with zero and low levels of social activity formation has decreased - by 2% and 22%, respectively. The decrease in the number of students with an average level of formation - by almost 50% was due to the transition of primary schoolchildren to higher levels of development of social activity ($t = 2.08$; at $p < 0.05$).

3 Conclusions

The implementation of a system of practice-oriented means of forming the social activity of junior schoolchildren, which involves the activation of the subject-subject relations of younger schoolchildren with the teacher and with each other on the basis of the transformation of students into subjects of their activities, the creation of a socially oriented orientation of communication; the development of their reflexive abilities - intensifies the process of development of social activity of students of primary school age, contributes to an increase in the level of its formation.

References

1. M.G. Korepanova, *Development of social activity of students in rural schools: review of publications and experience of the researcher*, Historical and socio-educational thought, **8**, 166-172 (2016)
2. L. Kort-Butler, *School-based extracurricular activity involvement and adolescent self-esteem: A growth-curve analysis*, Journal of Youth and Adolescence, **40(5)**, 568 (2011)
3. V.E. Malgin, *The Role of children's sports in the process of socialization*, Young scientist, **17**, 515-517 (2014)
4. A.M. Povorov, *Fizkulturno-improving work as a factor of socialization of the personality of the younger schoolboy*, Young scientist, **1,2**, 40-42 (2015)
5. O.V. Zapyataya, *Formation of social skills of schoolchildren in the educational process*, Innovations in education, **5**, 110-120 (2011)
6. N.A. Sokolova, *Formation of social activity of adolescents in the semi-subjective environment*, 227 (2015)
7. M.G. Piskareva, V.I. Mishanina, *Collective creative affairs as a means of forming a children's collective*, International Journal of Experimental Education, **12-4**, 560-561 (2015)
8. Z.N. Ibragimova, *The role of the cultural and educational environment in the formation of the social experience of younger schoolchildren*, Uspekhi sovremennoy nauki i obrazovaniya, **1(3)**, 42-44 (2017)
9. N. Ippolitova, N. Sterkhova, *Analysis of the concept of "pedagogical conditions": essence, classification*, General and Professional Education, **1**, 18-24 (2011)
10. I.A. Neyasova, *Social experience as a pedagogical category*, Humanities and Education, **4**, 41-44 (2011)
11. H.S. Cherng, *Less Socially Engaged? Participation in Friendship and Extracurricular Activities Among Racial: Ethnic Minority and Immigrant Adolescents*, Teachers College Record, **116(3)**, 1-28 (2014)
12. G.S. Goloshumova, S.G. Yezhov, *Factors of formation of social competence of teenagers*, Pedagogical education in Russia, **4**, 211-217 (2011)

- 13 I.V. Trotsuk, K. Sokhadze, *Social activity of youth: approaches to the assessment of forms, motives and factors of manifestation in modern Russian society*, Bulletin of the Peoples' Friendship University of Russia. Series: Sociology, **4**, 58-74 (2014)
- 14 L.I. Bozhovich, *Psychological analysis of the conditions of formation and structure of the harmonic personality*, Psychology of formation and development of personality, 257-284 (1981)
- 15 M.I. Lisina, *Communication, personality and psyche of the child*, 383 (1997)
- 16 D.I. Feldstein, *Socialization and individualization – the content of social maturation and socio-psychological realization of childhood*, The world of psychology, **1**, 5-11 (1998)
1. 17. N.A. Berezovin, Ya.L. Kolominsky, *Teacher and children's collective: Psychological and pedagogical research*, 96 (1975)
- 17 O.S. Gazman, *Responsibility of the school for the education of children*, Pedagogy, **4**, 45-51 (1997)
- 18 T.Y. Pozdnyakova, *Estimation of public social outcomes of education: problems and prospects*, Modernization of higher education: problems of transition to the competence-oriented education, **2**, 89-97 (2007)
- 19 T.Y. Pozdnyakova, V.V. Bestsennaya, *Problems of improving the quality of education in the context of the competence approach*, Siberian Trade and Economic Journal, **4**, 103-105 (2006)