Primary School Teacher's Social Competence in the Postgraduate Education

Olena Volodymyrivna VARETSKA¹,
Olena Vasylyivna NIKULOCHKINA²,
Olena Shymonivna TONNE³,
Anatoliy Ivanovych KUZMINSKYI⁴,
Olena Anatoliivna BIDA⁵,
Victoria Vitalyevna VDOVENKO⁶

¹ Doctor of Pedagogical Sciences, Associate Professor, Vice-rector for scientific and methodological work, Professor, Chair of Primary Education, Public Educational Institution "Zaporizhzhia Regional Institute of Post Graduate Pedagogical Education" Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine, olena22varetska@gmail.com

² Candidate of Pedagogical Sciences, Associate Professor, Head of the Chair of Primary Education, Public Educational Institution "Zaporizhzhia Regional Institute of Post Graduate Pedagogical Education" Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine, olenanick@gmail.com

³ Candidate of Pedagogical Sciences, methodologist of methodical department, Public Educational Institution "Zaporizhzhia Regional Institute of Post Graduate Pedagogical Education" Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine, center33nm@gmail.com

⁴ Doctor of Pedagogical Sciences, Professor, Corresponding Member of NAPS of Ukraine, Department of Pedagogy and Management of Education, Oleksandr Dovzhenko Hlukhiv national pedagogical university, Hlukhiv, Ukraine, anatoliy230743@ukr.net

⁵ Doctor Pedagogical Sciences, Professor, head of the chair of pedagogy and psychology, Ferenc Rákóczi II Transcarpathian Hungarian Institute, Beregovo, Ukraine, tetyanna@ukr.net

⁶ Candidate of Pedagogical Sciences, Associate Professor of the Department of Preschool and primary education methodology of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, vitavdovenko2019@gmail.com

Abstract: *The main point of the article is that among the factors that contribute to the social success of students, the developed social competence (SC) and ability of primary school teachers to reflect are extremely important. The process of development of the reflexive component of social competence of elementary school teacher in the postgraduate process is defined as the object. According to the hypothesis of the work, its development can become a multifaceted process, an integral part of effective professional training, with appropriate willingness of teachers, their involvement in practice-oriented activities to solve vital social problems and the implementation of socially significant projects; pedagogical support of teachers on diagnostic basis. Theoretical studies of definitions of social competence have made it possible to distinguish among its various approaches its reflective component. In view of the lack of a single universally recognized toolkit, the content, criteria, indicators and levels of the phenomenon under consideration are determined on the basis of the theory and methodology of different fields of general pedagogy, vocational education. To analyze and evaluate the reflexive component, the methods of introspection and self-assessment were selected and the author's method "Self-assessment of teachers' readiness to increase their social competence" was created. In accordance to the hypothesis and developed concepts of the model of activity, a system of integrated sustainable development of social competence for primary school teachers was created. Comparisons of initial and final results showed their greatest positive dynamics in the experimental group, whereas in the control group there was only a tendency to improve it (the results were tested for reliability by means of mean, paired comparisons, correlation analysis (student t-test)). The developed system has provided continuous, detailed, multi-level methodological and social support for teachers during the course and inter-course periods for five years. It helped them to carry out a socially oriented professional activity on the students' social competence formation, their values, motivation and behavior.*

Keywords: *social competence; primary school teacher; reflexive component; criteria; indexes; levels of development.*

How to cite: Varetska, O.V., Nikulochkina, O.V., Tonne, O.S. Kuzminskyi, A.I., Bida, O.A., & Vdovenko, V.V. (2019). Primary School Teacher's Social Competence in the Postgraduate Education. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(4 Suppl. 1), 309-327. doi:10.18662/rrem/192

1. Introduction

In the context of reforming education in Ukraine and European integration it is of utmost importance for a person to develop the ability to work efficiently in groups or teams, to prevent and resolve conflicts, and to reach compromises. We are talking about the development of social competence. This is especially true for primary school teachers who lay spiritual foundation of people for their social success now and in the future. Accordingly, teachers must develop the ability of self-examination, self-evaluation, self-understanding, self-regulation of their behavior and activities, the ability to solve their own intrapersonal contradictions and conflicts, penetrate into student's identity, get in their student's position and, from their point of see, understand and evaluate themselves constructively. So, it's about reflexion.

The word "reflection" comes from the Latin word "reflexio" in the meaning of "turning back". In scholarly studies reflection is used as a method of self-analysis of knowledge and deeds, their meanings and limits; it is one of the mechanisms of pedagogical activity. In its turn, the developing the teacher's social competence is always associated with pedagogical reflection (it controls and manages the process in institutions of general secondary education). It's worth emphasizing that modern scientific research on social competence necessarily deal with the issue of personality's reflection: its development and evaluation of unused alternatives, actions on analysis, selection of information, combination of knowledge and skills, defining individual position, synthesis of personal and social, situational expression of the developed social reflection (Baranivsky, 1996), the ability to predict the results of activity and its effect, the impact of their own behavior and activity; avoiding harm to themselves and environment due to their own activity (Kelasyev & Pervova, 2010); self-reflection (Shmigol, 2011). Bakholskaya, Velikanova, Romanov, Andreeva, Shestopalov & Chernykh (2019) consider social competence as a complex of knowledge and skills necessary for a pre-service teacher for social interaction, adaptation in society and contributing to self-realization and self-determination.

Especially valuable to our research are the reflection types of individual spiritual self-development regarding its reflexive perfection suggested by Bekh (2012: 37). The personality types are the following: reflexively underdeveloped, semi-developed and developed. The first type is characterized by the absence

of any reflection, that is, lack of “Ego” in the dimension of higher spiritual values, behavior at the level of emotions and, accordingly, passivity”.

Reflexively semi-developed personalities are characterized by: awareness at a certain degree of “their own self”, having a certain degree of internal reflexion, subordination of their emotional reactions to some extent by personal effort, conscious action; partial reflection.

Reflexively developed personalities strive toward their spiritual purpose understanding the nature of spiritual, deep awareness of expanding their spiritual “Ego” and promotion.

The study by Hirn, Thomas, and Zoelch (2019) investigates how the school leavers' components of social competence relate to the core components of empathy. The article by Aguilar, Lopez-Cobo, Cuadrado, and Benítez (2019) focuses on a project Learning to be (L2B) that aims to create an international framework for regulating activities and supporting teachers working on the social and emotional competences of the students.

The study by Collie and Perry (2019) highlights the important role that teachers' socio-emotional competence (SEC) plays in helping them thrive at work (and beyond). Associations between preschoolers' secure base script and teachers' social competence ratings were examined in the study (Posada, Vaughn, Verissimo, Lu, Nichols, El-Sheikh, Trumbell, Anaya, & Kaloustian, 2019).

The aim of the study by Brajsa-Zganec, Merkas, and Velic (2019) was to examine the relation of parental supervision, parental involvement at school and child's social competence with school achievement in primary school. The results of the study by Legkauskas and Magelinskaite-Legkauskiene (2019) highlight the lasting links of social competence and school adjustment indicators in primary school. The early childhood teachers' perceptions of social-emotional learning programs presented in a study (Humphries, Williams & May, 2018).

Regarding the evaluation systems, the level of reflexivity in the self-assessment of the results, the activity in their acquisition, the expression of interest in knowledge, etc. are referred to as positive features of the competence approach (Bibik, 2013). It can be applied also to social competence of an individual, (hereinafter referred to as the SC), which is seen as an umbrella system with a personal line always aimed at cooperation, unified efforts, coherence, and reasonable coordination of interests. It is seen as individualization, an individual form of appropriating the personality a variety of social relations, permeating all realms of life. Therefore, among

the functions of social competence of primary school teacher, we emphasize the reflexive one as aimed at professional self-analysis, self-evaluation of performance, and teacher's actions as a specialist, student's social development. It goes without saying that this leads to the necessity of identifying reflexive component in the structure of social competence.

Purpose of the article. The aim of this article is to research reflexive component in the structure of social competence of various categories, to substantiate theoretically the indicators, criteria and levels of development of the reflexive component, their content. It is also to reveal the specified characteristics on ascertaining and control stages with the help of a criterion-level toolkit. With this in mind, it seems relevant to evaluate changes in the levels of primary school teachers' reflexive component by the results of sustainable process in the system of postgraduate teacher's trainingand.

2. Methods of the study

To achieve the aim, specific scientific (to analyse literature, state nomenclature documents, terminology analysis and definitions), general theoretical diagnostics (to define content, criteria, indicators and levels of the reflexive component of social competence, the development of a system of measures to improve this process); sociological (to analyze and evaluate the development of the reflexive component of primary school teacher's SC); socio-pedagogical (pedagogical observation and experiment), mathematical, statistical (for processing the actual research material (Microsoft Excel spreadsheet editor), evaluation of its results, obtaining qualitative and quantitative data); modeling technique (for the development of a structural-functional model).

It has to be mentioned that the research (including all the ethic requirements) was pre-approved by Academic Council of Zaporizhzhia Regional Institute of Post Graduate Pedagogical Education in 2017. The groundwork lasted from January, 2018 till August, 2019; 649 teachers (aged 28-50) of town and village schools took part in the research.

The results of our analysis of the structure of social competence of various categories give us an opportunity to state that scientists identify reflexive-evaluative component using different nominations, present it in different combinations, and focus on different aspect of its significance. Including similar content, researchers submit it as "self-concept" (Rademacher & Koglin, 2019), autosocial competence in the structure of

social competence referring to specialist of internal affairs bodies (Bocharov, 2005), concerning future educators (Mosyagina, 2008: 21), concerning fashion industry students (Yezhova, Pashkevich, & Manoilenko, 2018), components: emotional with respect to preschoolers (Antonova, 2004), emotional and sensory with respect to children 5-7 years old (Pechenko, 2003:9), in relation to personality (Kolycheva, 2003), a volitional with reference to a mentally gifted person (Parfenova, 2008), a combination of emotionally-volitional and productive-evaluative with respect to future teachers (Babenko 2012: 5), regulatory-protective with reference to rural schoolchildren (Tsvetkov, 2002: 26-27), reflexive with respect to junior pupils (Kruse-Brooks, 2008), etc.

Considering the value of such component in the development of personality identity in professional education, we distinguish it among others (motivational-evaluative, cognitive, activity, operational, personal-professional) in the structure of primary school teacher's social competence. In turn, the developments of reflexive mechanisms for the implementation of specific social-pedagogical and socio-psychological functions are considered through self-evaluation and self-analysis of its readiness to increase the level of social competence.

To diagnose the development we defined the criteria that characterize the formation and content.

The results of a generalized analysis of applied research on teacher's competence show that among the criteria can be often found a reflexive one (Nikitina, 2004: 80). In particular, reflexive-self-regulatory is presented as awareness of role behavior, communicative tolerance, and adequacy of self-esteem, and belief in the need for self-development and self-improvement, autonomy in decision-making, readiness for self-regulation, social maturity. Based on these criteria and indicators, a scholar determines the levels of the development of social competence (primary, low, average, sufficient, high) in students of colleges of pedagogy (Borbich, 2013).

It's noteworthy, that for the study and evaluation of the development of the reflexive component of primary school teacher's SC, a system of its indicators was established and described. They are as follows: ability to self-analysis and self-evaluation (motives, knowledge, abilities, skills, identity abilities), readiness to increase the level of each of the components separately and social competence in general (self-awareness of social and professional activities).

Conditionally all criteria of the above process are divided into two groups. The first one - allows to visualize in the external form manifestations of social knowledge, corresponding actions, actions and feelings of the teacher (judgment, deed, action, assessment, etc.); the other - characterizes internal social motives, social beliefs, plans, teacher's orientation. Indicators of the development of the reflexive component are seen as a measure of the combination of qualitative (by essence) and quantitative reflection of certain properties of this process, which may change. Consequently, reflection is necessary for mastering of professional activity, on the basis of which the control and management of the pedagogical process in the institution of general secondary education are carried out (hereinafter referred to as the IGSE).

We present the criteria, indicators and levels of development of the reflexive component of the primary school teacher's social competence. Its indicators are characterized by: the ability to analyze and evaluate their own socio-pedagogical readiness to increase the level of social competence in IGSE, socio-professional abilities (identified with a special map), and socio-technological readiness.

Not of the least importance are the following issues: the desire for self-improvement in the field of social competence; maximizing individual contribution to the process of social transformation; external assessment of social activity; leadership; ability to reconstruct social activities; cooperation with students, their parents, colleagues; accumulation, fruitful use of social and pedagogical experience; self-organization; social thinking.

To the abovementioned set of abilities we apply the criteria that show general intrinsic features for recognition, formulation, and description of the reflexive component of social competence (teacher's performance of socio-pedagogical functions and tasks in the groups of students and pedagogical staff of IGSE, socio-professional abilities, the ability to be active concerning the issues under study, their own activities related to the development of social competence for reflection, critical evaluation of the effectiveness of this process, efficiency and self evaluation).

The features (criteria) of reflexive component are the completeness and development of the teacher's ability to critique self-examination and self-esteem of readiness to raise the level of social competence even without any assistance from colleagues.

These criteria are described in four levels of development: high, sufficient, medium and low. They are related to indicators respectively.

High level is a perfectly shaped and developed ability to critique self-examination, self-evaluation, readiness to raise the level of social competence (complete self-awareness of social functions of pedagogical process, perfectly formed ability to self-examine and self-assess knowledge, skills, abilities and motives, realized without any help from colleagues).

Sufficient level characterizes a very good formed ability to be critical and without any help to carry out self-examination and self-actualization of readiness to raise the level of social competence (rather high self-awareness of social functions in pedagogical activity, very well-formed ability to analyze and evaluate their motives, knowledge, skills, skills and personality abilities).

Average level describes generally formed ability to carry out, though not perfectly, critical introspection and self-assessment of readiness to raise the level of social competence (weak self-awareness of social functions in pedagogical activities, the ability to self-examine and self-assess motives, knowledge, abilities, skills and personal abilities that require periodic assistance from colleagues).

Low level is manifested in a very weak ability or a practical inability to criticize introspection and self-esteem of readiness to raise the level of social competence (social functions in pedagogical activity are hardly understood, very weak attempts to self-examination, self-evaluation of motives, knowledge, abilities, skills and personal traits, which can not be done without significant assistance from colleagues).

To analyze and evaluate the development of the reflexive component, methods of self-examination and self-evaluation were chosen, because reflection is necessary for mastering and improvement of teacher's professional activity is one of the mechanisms of its implementation. On the basis of pedagogical reflection control and management of the pedagogical process in the IGSE are performed, and the development of reflexive mechanisms of readiness to increase the level of social competence in the system of postgraduate pedagogical education is the leading one. Specifically, for this purpose, the questionnaire "Self-analysis of teachers' readiness for raising the level of social competence in health centers" was created and applied (author's technique). Self-assessed teachers determined the degree of socio-pedagogical, socio-technological readiness and socio-professional abilities on a four-point scale: the high level - 81-100 points; sufficient - 61-80 points; average - 41-60 points; low - 40 points or less, the procedure was followed by a general assessment for each of the groups under study.

According to the results of diagnostics, the amount of points for each of the subjects was counted.

Here we present initial data of the ascertaining stage of pedagogical experiment with the 649 total number of participants. Thus, the results of the questionnaire of 584 participants in the control group (CG) and 65 experimental groups (EG) showed the following. Thus, a high level of development of reflection (reflecting readiness to raise the level of social competence in IGSE) was found in 31.8% of teachers of CG and 29% - EG; sufficient - in 57.2% of CG and 65% of EG respectively; the average is 11.3% and 3% respectively. A low level was found only in 3% of teachers with EG; In CG it wasn't defined in any of the subjects (Fig. 1).

The verification of the results for reliability was proved by the absence of a significant distinction between the mean arithmetic values of CG and EG (t-factor (1.72) < t-tabl. (1.96). It proves their homogeneity ($P > 0.05$) and unevenness of the development of components of the phenomenon under study.

Figure 1. Levels of Development of the Reflexive Component of Primary School Teachers' Social Competence at Ascertaining and Control Stage of Pedagogical Experiment, %

Note: $P < 0,05$.

In accordance with the hypothesis and the developed conception, the activity in the postgraduate process (formal, informal, non-formal) was directed at the creation of a system of integrated long-term development of primary school teacher's social competence. It is an umbrella framework involving such spheres as: subject, psychological, economic, media education, legal, civil, health-saving, self-education, and other areas of teacher's activity, which form structural-functional model of the complex prolonged development of primary school teacher's social competence in the system of postgraduate education). It is characterized by social component, steady scientific, methodological and social support of teachers in the course and intercourse periods. This conditions provided an opportunity for teachers to carry out socially directed professional activity for the formation of students' SC in the educational process of IGSE, in the postgraduate process, to work on the development of SC in a prolonged, elemental, step by step, multilevel and at the same time integrated way, starting with the planned courses (considering attestation), include in the training plan a few topics that cover the essence, structure, functions of social competence, forms, methods, technologies of its development, in combination with problem courses, special courses offered, regarding various competencies; offer elective courses, socially oriented teaching practices through round table discussions due to the social component integrated into each of the topics of the curriculum courses.

In this activity, the teacher focused on both intellectual development and strengthening of the affective and cognitive abilities of junior pupils at the same time, the formation of their ability to choose the goals and means of social activity consciously, to prevent the risk of damage to social and emotional development, achieving success in school, environment and society in general.

General scientific conceptual aspects (philosophical, focusing on the development of the personality's SC with highly developed spiritual and value consciousness, social, considered a secondary one, seen as labor socialization in the process of professional, social, vital, spiritual, economic, civil, etc. cooperation with the community and the world), and specific scientific aspects (methodological, didactic, psychological, methodical) are specifically taken into account.

Consequently, we emphasize on the development of the ability of the teacher competently and responsibly to choose socially oriented professional actions to ensure social development of junior pupils as

citizens, future employees, producers, family members, consumers of material goods, members of European community, etc.

Deepening and expanding the work on the development of individual competencies included in the aforementioned structure, SC components, was conducted in the course period. It was continued in the intercourse period on specially organized problem courses, seminars, trainings, and creative groups in accordance with the various programs developed for individual competencies. Given the duality of the school's educational process, attention is also directed to the formation of a junior schoolchildren's SC, as well as on the development of the value, motivation, and practice of junior schoolchildren, in the corresponding competences of the activities of the teacher in the practice of the educational process of the primary school. Note that each activity has its own peculiarities, characteristics, and affects the specifics of the components of SC.

The reflexive component calls for self-induction of teachers to raise their level of SC, in particular: social and pedagogical as the desire to maximize personal contribution to the implementation of social transformations, satisfaction with the system and the quality of social activity at school level; socio-technological through awareness of the possibility of educational subjects, planning and building social activities of schoolchildren on the basis of a socially oriented, environmental approach with the active and expedient use of technical equipment and information and communication technologies, active forms, methods and means of social upbringing and development of children, socio-pedagogical technologies with a clear formulation of social goals, identification of causal relationships in the process of solving social problems; social and professional abilities in possession of methods of socio-pedagogical research, accumulation, the use of effective social and pedagogical experience, the ability to work with students, their parents, colleagues, to self-organization, social thinking, restructuring social activities.

The development of the value sphere of the junior schoolchildren during the formation of SC at the level of reflexive component of teacher's SC has a manifestation in the reflection and introspection of actions on the development of the value sphere of junior schoolchildren during the formation of SC, namely: self-evaluation of the choice of goals, their transformation into specific tasks with social content in relation to evaluation of the selection of the specified tasks, forms, methods, types of

activity in accordance with pedagogical situation, the conditions of the educational process, analysis of the causes of failure and their correction.

The development of student's motivational sphere in terms of reflexive component of teacher's SC has a manifestation in the reflection and analysis of actions on the development of motivational sphere of junior pupil in the process of formation of social competence and its correction.

The activity of the teacher on the development of practical activity in the process of formation of the junior high school students at the level of the reflexive component of the SC should take place understanding and analysis of their own actions on the development of the student's practical activity in the process of formation of the SC, its correction.

Thus, using a structural-functional model, teachers were provided with the opportunity to develop social competence at different levels, stages of the system of post-graduate pedagogical education. Table 1 demonstrates its reflexive-creative stage.

The reflexive-creative stage, as well as each of the stages of the specified model, is oriented on independent search, gaining knowledge in the process of general and specific forms of learning. In particular, as can be seen from Table 1, it suggested tracking, reflexion, correction, presentation by teachers of the results of activities for the development of their own SC and the formation of junior pupils' social competence.

Table 1. Reflexive-creative Stage of the Structural-functional Model the Complex Prolonged Development of Social Competence at the Level of Reflective Component of Primary School Teacher in the System of Postgraduate Pedagogical Education

Aim	Formation of the ability to self assess the state of development of SC, the formation of younger schoolchildren's SC, their social (asocial) behavior, social (prosocial) behavior
Tasks	Promote creative attitude to the development of the SC, spiritual self-expression in professional activity, self-analysis of pedagogical experience of the development of SC
Forms	<i>General:</i> lecture-discussions, lectures-presentations, problem-solving, interactive lectures, consultations, trainings, "video panorama", presentation of creative works, chats, videoconferences, conferences, video chats, "kaleidoscope of ideas", business games, etc. <i>Specific:</i> discussion, work in creative subject microgroups on socially oriented topics, psycho-thesis, psychotraining, media forums, media

	conferences, etc. Creative groups, master classes, consulting points in the educational institution for the accurate development of abilities and skills contributing to the formation of junior schoolchildren; conferences on the exchange of experience, preparation and defense of creative works, testing, questionnaires
Methods	Interactive, project methods attracting teachers to creativity, improving the skills of spiritual interaction with children in the process of solving social problems. Analysis and self-analysis of subject lessons of invariant and variable component in primary school, educational events
Results	Ability to track, correct the results of the process of SC development, the formation of junior schoolchildren's SC, the need for self-enrichment of social experience, the ability to apply it, preservation of social health, constant self-indulgence of social self-development. Research publications.

In the course of research, the competitiveness of this model, based on the rapid response to the needs of the society, teachers' wishes, their mobility, flexibility with regard to labor market demands, continuous development of technologies and socio-cultural situation, has been proved.

Educational activity of students focuses on interactive, innovative methods (passive reproductive position is completely excluded). It requires teachers (even at lectures) to involve students into active creative activity; teach critical thinking, using various techniques and forms of work, active teaching methods (non-imitation and imitation). Among non-imitation methods are: problem lectures, practical classes with the use of media, computer, on-line technologies, seminars, thematic discussions, preparation and defense of creative work, group, individual consultations, research work. Imitation method is the analysis of specific social situations, socially-oriented business games, special training on the restoration of social, psychological spiritual health of teachers in the times of military conflicts.

During the testing of the model, the system of testing the development of teachers' SC was chosen as a tool for adjusting the development process, its individualization, differentiation in course and inter-course periods.

The participants were obliged to work in the direction of their own search for a scientific and methodological problem regarding the formation

of younger schoolchildren's SC, forms and methods of studying: developed a cycle of lessons on the topic, a fragment of a lesson or a lesson, an educational event to evaluate final results of training. They exchanged their own achievements, which covered various aspects of the problem of the formation of a junior high school student's SC. Such activity enabled the demonstration of the complex formation of the mentioned pedagogical phenomena and mutual learning. To provide practical spread of the experience for primary schools, best achievements are summarized and published.

One aspect of updating the model concerned organizational forms of the development process of primary school teacher's SC in the system of postgraduate education, which suggests scientific methodological, psychological step-by-step support for teachers for five years. Seminars, creative groups, along with traditional, obligatory course training in intercultural period are offered. Typically, teachers attend them reluctantly for various reasons (lack of funds, business trips at their own expense due to lack of finance at the level of local budgets), reluctance to engage in any activity other than teaching, lack of real motivation for constant self-induction, improvement of pedagogical skills, active work in the intercourse period, etc.

Taking into account the abovementioned, acquisition of additional competencies requires further efforts, focus, integrity and sustainability. It should be noted that three creative (experimental) groups were organized from teachers interested in cooperating on the development of their own social competence.

The model suggests favorable conditions for teaching to provide understanding of social roles, psychic self-regulation, psychological and sexual literacy, sense management, independence, responsibility, ability to feel nuances and solve social, problem situations (reflexive component); carrying out collective professional reflection of the individual social experience of socially oriented practical-educational activity; implementation of stage-by-stage operational diagnostics and correction of the level of development of teachers' SC, based on (Dryden & Vos, 2003).

"Processing" of reflexive component in SC, the ability to self-control the evaluation results were conducted in combination of assessment, self-evaluation, and expert assessment. Reflection helped teachers to comprehend their cognition, objective and logical nature of their methods. The peculiarity of the model was its orientation on content, methods, and

peculiarities of teacher's activity, taken into account during the characterization of the model. The determining factor in its implementation was substantiation of scientific and methodological support of the development of teachers' SC, their activities on the formation of the younger schoolchildren's SC.

3. Results of the study

At the control stage of the pedagogical experiment in the process of determining the levels of development of primary school teacher's SC in the system of postgraduate education, the quality of the content of both reflexive and other components was checked. The level of the development of reflexive component at the control and experimental stages of pedagogical experiment was evaluated based on the results of the questionnaire (questionnaire "Self-analysis of teachers' readiness to increase social competence in IGSE" (author's method)).

At this stage, the average arithmetic indexes of the development of SC in the control group (CG) were also compared with the corresponding in the experimental group (EG), on the basis of student's t-criterion calculation as well. The obtained results became the basis for the conclusion about efficiency of the complex pedagogical measures, developed for the formative stage, tested, and implemented in postgraduate education. According to the scale of result evaluation (a separate scale for each method of diagnosis), the level of development of teacher's SC was determined (high, sufficient, average, low). As a result of the applied methods the teachers were grouped according to four levels on the basis points scored), and the total percentage of teachers was calculated for each of these levels. The results of the study on components of the SC were generalized and the overall result of the development was determined. The received data was entered in the table.

Regarding the development of the reflexive component, according to the questionnaire, all 181 participants (CG - 116 teachers and EG - 65 teachers) were divided into four levels. 39.7% of the participants in CG and in the predominant quantity in EG (80%) demonstrated a high level of the development of reflection; 58.9% and 20% demonstrated a sufficient level respectively; 3.4% and +% showed average respectively; no participants demonstrated low level in any of the studied groups.

Comparison of the results of the development of the reflexive component of teachers' SC in CG and EG at the control stage of the

pedagogical experiment demonstrated significant difference between CG and EG ($t\text{-factor } (4.04) > t\text{-tabl. } (1.96)$) in favor of the latter, as Fig. 1 shows.

Comparison of the output and the final results by the levels of development of the reflexive component of SC in the participants of CG and EG gives an opportunity to note high positive dynamics in EC (respectively, 29% and 80% - high, 65% and 20% - sufficient, 3% and 0% - average, 3% and 0% - low), whereas in CG there was only a tendency for improvement (31.8% and 39.7% - high, 57.2% and 58.9% - sufficient; 11% and 3.4% - average, low level was not demonstrated by anybody in any group).

4. Discussion

The contribution brought by the paper is in organizational and pedagogical foundations and content of postgraduate pedagogical education regarding its modernization and enrichment with social component, involvement of socio-cultural environment, continuous scientific and methodological support of teachers at the level of formal, non-formal, informal education with experienced teachers. It is also in mastering new social roles in the professional and socio-cultural environment, focusing on restoring their social health and preventing occupational burnout, focusing activities on the formation of social competence of younger students.

It should be mentioned about tendencies of creation of favorable environment in postgraduate pedagogical education institutions for development of social competence of primary school teacher, restoration of his social health (spiritual interaction, social-psychological trainings, psychological support, etc.).

5. Conclusions

As a result of the study we came to the following conclusions.

1. There is an urgent need to create conditions for the development of primary school teachers' social competence, given the renewal of the conceptual foundations of education, the entry of Ukraine into the world community, including educational services, as well as "aging" of teaching staff and growing complexity of the requirements for teachers, their competitiveness in the labor market. Postgraduate education for those with higher education is capable of responding quickly to the needs of society, since it is more flexible.

2. There is no single common scientific view on the criterion-level toolkit and there is an objective need for its theoretical grounding for studying the levels of the development of this competence.

3. The obtained results of the questionnaire by the author's technique proved the urgency of the problem and led to the processing of the technique of the development of primary school teacher's social competence in the postgraduate pedagogical process.

4. Implementation in formal, informal, non-formal pedagogical process of the enriched social content of the model of activity in relation to the complex prolonged development of primary school teacher's social competence with a permanent, elemental, step-by-step, multilevel five-year scientific and methodological and social support of teachers in the course and intercourse periods enabled teachers to perform their socially directed professional activity on the formation of social competence of students, their values, motivation and behaviour.

5. Exclusive role of the system of postgraduate pedagogical education for specialists with higher education in the development of the indicated competence, in particular, its reflexive component, was proved.

6. The results of the conducted research suggest that the developed, theoretically substantiated and experimentally tested system of component development of primary school teachers' social competence in a complex prolonged process is effective and should be recommended for practical application in postgraduate pedagogical education for specialists with higher education in institutions of higher education for future primary school teachers.

References

- Aguilar, P., Lopez-Cobo, I., Cuadrado, F., & Benítez, I. (2019). Social and Emotional Competences in Spain: A Comparative Evaluation Between Spanish Needs and an International Framework Based on the Experiences of Researchers, Teachers, and Policymakers. *Frontiers in psychology*, 10. doi: 10.3389/fpsyg.2019.02127.
- Antonova, T. (2004). Sotsial'naya kompetentnost' rebenka-doshkol'nika: pokazateli i metody vyavleniya [Social competence of a preschooler: indicators and methods of identification]. *Detskij sad ot 4 do 7 let*, 5, 54–69.
- Babenko, N. L. (2012). Razvitiye sotsial'no-lichnostnoy kompetentnosti budushchego uchitelya v protsesse izucheniya pedagogicheskikh distsiplin v vuzе [The development of social and personal competence of the future

- teacher in the process of studying pedagogical disciplines in HEI]. Ph.D dissertation, Volgograd.
- Bakholskaya, N. A., Velikanova, S. S., Romanov, E. P., Andreeva, O. V., Shestopalov, E. V., & Chernykh, O. P. (2019). The development of social competence of students of pedagogical specialties in the educational process of the university. *Dilemas Contemporáneos: Educación, Política y Valores*, 6(3).
- Baranivsky, V. F. (1996). *Sotsial'nyi mekhanizm rozvytku dukhovnosti osobystosti* [Social mechanism for the development of personality spirituality]. Doctoral dissertation, Kyiv.
- Bekh, I. D. (2012). Refleksii v dukhovnomu samorozvytku osobystosti [Reflection in the spiritual self-development of personality]. *Pedagogy and psychology*, 1, 30-37.
- Bibik, N. M. (2013). *Perevahy i ryzyky zaprovadzhennia kompetentnisnoho pidkhotu v shkilnii osviti* [The Benefits and Risks of Implementing Competency Approach in School Education]. *Mountain School of Ukrainian Carpathians*, 8-9, 26-30.
- Bocharov, V. M. (2005). *Sistema formirovaniya sotsial'noy kompetentnosti spetsialista organov vnutrennih del v protsesse professional'noy podgotovki* [The system of formation of social competence of a specialist of internal affairs bodies in the process of professional training]. Doctoral dissertation. Stavropol.
- Borbich, N. V. (2013). *Formuvannia sotsialnoi kompetentnosti studentiv pedahohichnykh koledzhiv* [Formation of social competence of students of pedagogical colleges]. Ph.D dissertation, Kyiv.
- Brajsa-Zganec, A., Merkas, M., & Velic, M.S. (2019). The relations of parental supervision, parental school involvement, and child's social competence with school achievement in primary school. *Psychology in the Schools*, 56(8), 1246-1258. doi: 10.1002/pits.22273.
- Collie, R. J., & Perry, N. E. (2019). Cultivating teacher thriving through social-emotional competence and its development. *The Australian Educational Researcher*, 46(4), 699-714. doi: 10.1007/s13384-019-00342-2.
- Dryden, G. & Vos, J. (2003) *Revolutsiya v obuchenii* [A revolution in learning]. Moscow: Parvine.
- Hirn, S. L., Thomas, J., & Zoelch, C. (2019). The role of empathy in the development of social competence: a study of German school leavers. *International Journal of Adolescence and Youth*, 24(4), 395-407. doi: 10.1080/02673843.2018.1548361.
- Humphries, M. L., Williams, B. V., & May, T. (2018). Early Childhood Teachers' Perspectives on Social-Emotional Competence and Learning in Urban Classrooms. *Journal of applied school psychology*, 34(2), 157-179. doi: 10.1080/15377903.2018.1425790.

- Kelasyev, V. N., & Pervova, I. L. (2010). Sotsial'naya kompetentnost' i tehnologii yeyo formirovaniya v sovremennoy Rossii [Social competence and technologies of its formation in modern Russia]. *Vestnik SPSU*, 12(3), 356–365. URL: <https://cyberleninka.ru/article/n/sotsialnaya-kompetentnost-i-tehnologii-ee-formirovaniya-v-sovremennoy-rossii/viewer>. (In Rus.)
- Kolycheva, Z. I. (2003). Sotsial'naya kompetentnost' pedagoga v svete modernizatsii obrazovaniya [Social competence of a teacher in the light of modernization of education]. *Izvestiya RGPU im. A. I. Gertsena*, 3(6), 26–35. URL: <https://cyberleninka.ru/article/n/sotsialnaya-kompetentnost-pedagoga-v-svete-modernizatsii-obrazovaniya/viewer>.
- Kruse-Brooks, O. A. (2008). Formirovaniye sotsial'noy kompetentnosti uchashchikhsya nachal'noy shkoly sredstvami uchebnoy kooperatsii [Forming the social competence of primary school pupils by means of educational cooperation]. Ph.D dissertation. Velikiy Novgorod.
- Legkauskas, V., & Magelinskaite-Legkauskiene, S. (2019). Importance of social competence at the start of elementary school for adjustment indicators a year later. *Issues in Educational Research*, 29(4), 1262–1276.
- Mosyagina, G. P. (2008). *Formirovaniye sotsial'noy kompetentsii budushchib pedagogov (na primere pedagogicheskogo kolledzha)* [Formation of social competence of future teachers (on the example of a pedagogical college)]. Ph.D dissertation. Astrakhan.
- Nikitina, S. V. (2004). Stanovleniye sotsial'noy kompetentnosti starsheklassnikov sovremennoy obshcheobrazovatel'noy shkoly [Formation of social competence of senior high school students in a modern comprehensive school]. Ph.D dissertation. Omsk.
- Parfenova, G. L. (2008). Psihologicheskiye osobennosti sotsial'noy kompetentnosti lichnosti s obshchey umstvennoy odarennost'yu [Psychological features of social competence of a person with general mental talent]. Ph.D dissertation. Yekaterinburg.
- Pechenko, I. P. (2003). Sotsializatsiia ditei v umovakh silskykh navchalno-vykhovnykh kompleksiv „Zahalnoosvitnii navchalnyi zaklad – doshkilnyi navchalnyi zaklad” [Socialization of children in the conditions of rural educational complexes "General educational institution - preschool educational institution"]. Ph.D dissertation, Kyiv.
- Posada, G., Vaughn, B. E., Verissimo, M., Lu, T., Nichols, O. I., El-Sheikh, M., Trumbell, J. M., Anaya, L., & Kaloustian, G. (2019). Preschoolers' secure base script representations predict teachers' ratings of social competence in two independent samples. *Attachment & human development*, 21(3), 238–225. doi: 10.1080/14616734.2019.1575547.
- Rademacher, A., & Koglin, U. (2019). The concept of self-regulation and preschoolers' social-emotional development: a systematic review. *Early*

- Child Development and Care*, 189(14), 2299-2317. doi: 10.1080/03004430.2018.1450251.
- Shmigol, I. (2011). Sutnist ta struktura profesiynoi kompetentnosti pedahoha [The essence and structure of the professional competence of teacher]. *Problemy pidbotovky suchasnoho vchyteha*, 4 (part 1), 197-204. URL: <http://ir.duan.edu.ua/bitstream/123456789/852/1/4-1.pdf#page=197>. (In Ukr.)
- Tsvetkov, V. V. (2002). Formirovaniye sotsial'noy kompetentnosti sel'skikh shkol'nikov [Formation of social competence of rural schoolchildren]. Ph.D dissertation. Velikiy Novgorod.
- Yezhova, O. V., Pashkevich, K. L., & Manoilenko, N. V. (2018). Comparative Analysis of Foreign Models of Fashion Education. *Romanian Journal for Multidimensional Education / Revista Romaneasca pentru Educatie Multidimensionala*, 10(2), 88-101. doi:10.18662/rrem/48.