

Diagnosis of the level of assimilation of the social experience by younger schoolchildren

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Abstract. The article is about the diagnosis of the level of assimilation of the social experience by younger schoolchildren. The author analyzes the main directions of research in this problem field. Based on the analysis of theoretical sources we mark out some criteria, indicators and levels of the assimilation of social experience of children of primary school age. This article describes the results of an experimental study, aimed at identifying the level of assimilation of social experience of younger students; we formed a conclusion on the dynamics of this process in the target age group of children.

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Introduction

In the context of the transformation of the society, we see cardinal changes not only in the understanding of the essence, but also in the process of assimilation of social experience itself. It is not so much about the transfer of social experience, but about preparing the younger generation for independent living in the community, giving them the freedom to self-determination, self-realization, self-identification.

It is found that one of the favorable periods for the assimilation of social experience is the primary school age. It is at this stage of development, there is a transition from a predominantly natural accumulation of elementary experience to a relatively controlled socialization, to the assimilation of scientific concepts, to the forming of a unified system of ideas, knowledge, abilities, skills, communication experience.

The study of scientific literature indicates that this problem is being studied in various fields of knowledge. Theoretical and methodological bases of socialization and personality development are highlighted in the writings of B.Z. Vulfov, I.C. Kon, A.V. Mudrik, A.V. Petrovsky, etc. The essence of the social experience as a philosophical and pedagogical category is defined in the studies of L.P. Bueva, N.F. Golovanova, I.H. Dashuk, A.A. Sidorov, A.I. Rayeva etc. The study of various aspects of training and education of younger schoolchildren is described in the works of O.S. Bogdanova, G.I. Vergeles, L.G. Zolotareva, A.E. Simanovskiy, N.Y. Sinyagina etc. In modern practice, the researchers (P.V. Zamkin [1], I.B. Buyanova [2], S.N. Gorshenina [3]) give a big importance to the study of substantive-procedural aspect of the assessment of socio-cultural experience in the formation of cultural and productive

personality.

In foreign studies category "social experience" is considered in the context of socialization. The existing multiple approaches from different positions treat conditions, factors, mechanisms, ways of management and socialization results, expressed in a certain amount of social experience [4, 5, 6]. Researchers develop methodological tools to analyze the problem of formation of social experience in the growing generation [7, 8], they study the specifics of the assessment of the main components of social experience by children, taking into account the individual and age-specifics [9, 10, 11, 12, 13].

Social experience "is an original synthesis of various kinds of impressed feelings and experiences, knowledge, abilities, skills, ways of communication, behavioral stereotypes, interiorised value orientations and social attitudes" [14, p. 126].

On the basis of theoretical analysis of national and international researches, we consider the social experience as " a result of cognitive and practical activity, manifested in the totality of knowledge about social phenomena, social abilities and behavior skills, a unity of positive attitude towards the reality and the ability to express this attitude in the practice of everyday life, to actively participate in the transformation of social reality " [15, p. 41].

It should be noted that despite the considerable complex of research on this issue, the debatable question is about the ways of diagnosis of the level of assimilation of social experience of younger schoolchildren that are closely associated with the identification of criteria and indicators.

The main part

To determine the criteria of the assimilation of social experience in the early school age, we turned to scientific researches. The most suitable for the studying the assimilation of social experience are the concepts of N.V. Frolova, A.S. Metelyagin, which highlighted the system of criteria based on the development of the stages of mastering the system of social values (B.F. Parigin): 1) knowledge (the individual receives initial information about one or another social values); 2) perception stereotype (a positive or negative emotional attitude to the cultured values); 3) attitude (the willingness to act in accordance with the specified values); 4) motivation (a conation needed to make the readiness to act grow into the action itself).

On the basis of the analysis of theoretical sources and the characteristics of the process of assimilation of the social experience by younger schoolchildren, we have identified the following criteria: cognitive - expressed in the presence of knowledge, ideas, concepts as a base for beliefs and a factor, which positively influences the process of persons entering into the society; appraisal and emotional - includes the level of development of judgment values and emotional attitude to the phenomena of social reality, individual actions and behavior; worldview - presupposes a system of goals, values, feelings, beliefs, which determines the socially active position of the person; behavioral - defines the directivity of the actions on socially acceptable norms, values, beliefs, opinions, on the stability and independence of behavior patterns.

According to these criteria we made a diagnosis of the level of assimilation of the social experience by younger schoolchildren. The study was conducted in January-February 2014. We studied the components of social experience (knowledge of social phenomena, experience in the implementation of activity ways, the experience of emotional relationships, the experience of creative activity). The choice of methods is due to the character of the research tasks. To solve the problems, the following methods were applied: observation; questionnaires methods (questionnaires, interviews, conversation, etc.); modeling techniques and expert evaluations; quantitative and qualitative analysis of the data.

The study of the level of assimilation of the social experience was carried out on the basis of comprehensive schools in the Republic of Mordovia. 648 students of the primary levels of comprehensive education institutions of the Republic of Mordovia participated in the experiment.

We turn to the study of the substantial aspect of the first component of social experience - social

ideas, concepts, knowledge, trends and opportunities of its' near-term development.

During the experimental work there was an attempt to study the level of awareness of the basic social categories in younger schoolchildren. Children were invited to discuss such basic social concepts as "friend", "human", "family".

Statistical analysis showed that the majority (83%) of younger schoolchildren believe that a friend is only a person with such positive qualities as intelligence, beauty, goodness, faithfulness, communicability, the desire to help a friend.

At the same time the level of awareness of the studied social concept is different in children of different age groups. First graders end a sentence with a single concept ("human" they say a person's name), but the third-graders' answers are much more meaningful and abstract ("the one who will help" (13%), "who can be trusted" (7%), "sociable, faithful" (15%), etc.).

Describing the concept "family", most of the first graders list their relatives, third graders list characteristics and personality qualities that correlate with this social category, "kindness", "wealth", "peace", "friendship", "protection", "dear heart".

On the basis of the analysis of the conducted method we identified the following trend of development of this part of social experience: the social sphere of the personality of younger schoolboy develops (the basic enrichment is due to the emergence of new social ideas, to the formation of elementary social and moral concepts), but there is no single system of social knowledge.

To determine the level of assimilation of social experience by younger schoolchildren it was important to identify the link between the conceptual form of thinking (the development stage of it largely depends on the awareness, completeness and clarity of the studied images) and the behavioral sphere of personality - the assimilation of the experience of performing the methods of work. The analysis of the experimental data indicates that the vast majority of children (79,59% of the total respondents) to the question "What do you want and you can make in your life for the people?" Gave detailed answers, among which were the following: "to help in difficulties and troubles", "to be kind", "to love them", "to work hard, bringing good", "not to do evil", "not to be rude", and so on. We believe that it, in turn, prepares children for awareness of the need to improve their life. However, performing a good deed, they will think about:

Thus, children in the studied age group, subconsciously seek to social and moral self-realization, recognizing the need for social actions, they dimly imagine what motives should guide them,

so that the action will gain a social value. At this stage of development we clearly see the so-called "social realism": they judge the deed by its final result, so they not consider the motives which, for many of them are "praise and gratitude", "impression made on other people," as immoral and contrary to the purpose.

Table 1. The main motives of the good deeds performed by younger schoolchildren

The main motives	1 class	2 class	3 class
praise and gratitude	31,03%	28,48%	19,06%
to pay for good in response good	34,48%	25,645%	14,28%
change in a person's life	24,13%	27,94%	42,85%
impression made on others	10,34%	17,94%	14,28%

In the process of studying the experience of emotional relationships we revealed that there are significant changes in the substantial aspect of this component: 1) the range of the relationships extends, and their qualitative characteristics change, 2) a simple emotional response to the action inherent in first-grades, in the third class becomes a conscious evaluation and a stable emotional attitude; 3) the reaction according to the model transforms into the category of their own emotionally colored behavioral responses. At the same time the high level of assimilation of the emotional relationships experience is not achieved, because the emotions are scattered and they hardly line up in a system.

In studying the experience of creative activity as a diagnostic material, we used a technique aimed at studying the manifestation of the "sense of novelty", "transformation and structuring of the subject", "manifestation of creative activity" and so on.

Schoolchildren show creative activity and high creativity potential from the first class. However, in this age, children are not always able to implement their own creative activity and direct it to achieve the desired result. It should be noted that the level of the aspiration for creation in junior school age is high, it is supported by an interest in creative activities and gives each child the opportunity to adopt his social status in his own eyes and in the eyes of his peers.

The information obtained made it possible to divide the children into four typological groups according to the level of the assimilation of social experience:

The first group - children with low level of assimilation of social experience (they have insufficient social knowledge, they make actions without clear motivation, they have a social assessment, characterized by the presence of erroneous judgments, they show negative emotions

when difficulties arise, they tend to reproductive and practical activities).

The second group - children with an intermediate level (they have gaps in the structure of social knowledge, in a problem social situation they wait for assistance, when choosing a behavior they decide in their own favor, being careful not to harm others, they have situational cognitive interest, they do not seek to creative transformation).

The third group - children with a sufficient level (they have not always accurate social knowledge, they need a particular social activity, but when choosing a behavior rational egoism prevails, they are characterized by emotional responsiveness, desire to help, but with the least damage to themselves, they show intellectual activity, they seek to perform non-standard tasks, but they can rarely fulfill them on their own).

The fourth group - children with a high level (they have a wealth of information about the social side of life, they are willing to deepen the social knowledge, they are ready for social activities, they are able to analyze their own actions and the actions of other people, to build positive emotional relationships, they are characterized by a high level of creative and intellectual activity).

The results of the study are presented in Table 2.

Table 2. The dynamics of the levels of assimilation of the social experience of younger schoolchildren

Class	Level	High	Sufficient	Intermediate	Low
	1	4,7%	33,5%	46,8%	15%
2	6,1%	38,07%	29%	12,74%	
3	12,29%	39,97%	39,42%	8,32%	

Thus, it should be noted that the level of assimilation of social experience of children of primary school age changes in the transition from class to class. At the same time the jumps are minor and appear mostly on the extreme levels: in the transition from sufficient to high enough and from low to intermediate. We should note the low percentage of younger schoolchildren with a high level of assimilation of social experience and the fact that the number of students with a sufficient level of assimilation of social experience does not reach the 50% mark. Thus, the rightful conclusion is about the need for purposeful work on the formation of each component of social experience in the early school years.

Conclusions

After an analysis of the practice of development of the social experience in the younger schoolchildren we identified the main trends of the assimilation of its components in the educational

process, organized in a modern educational institution. They are: 1) the social sphere of the personality of the younger schoolboy develops (the main enrichment is due to the emergence of new social ideas, to the formation of basic social and moral concepts), but a uniform system of social knowledge is not formed; 2) the desire for social and moral self-realization increases through the desire to make socially important things, but this desire is poorly implemented, the child does not see the real way for implementing his aspirations; 3) the range of emotionally colored social child's relationships with others extends, but the high level of assimilation of the experience of emotional relationship is not achieved, because the emotions are scattered and hardly line up into a system; 4) creative potential is enriched creativity, but the skills of independent creative activity are not developed, therefore the desire for creativity is not always fully realized.

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