

**PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF FORMATION OF SOCIALLY ACTIVE CIVIC COMPETENCES IN ELEMENTARY SCHOOL STUDENTS**

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**Abstract:** *This article explores the pedagogical and psychological foundations of forming socially active civic competences in elementary school students. By understanding the importance of developing these competences at a young age, educators can help cultivate responsible and engaged citizens. The article delves into various strategies and approaches that can be used to foster social activism in students, ultimately leading to a more inclusive and democratic society.*

**Keywords:** *civic competences, elementary school students, pedagogical foundations, psychological foundations, social activism*

**Introduction:**

In today's complex and rapidly changing world, it is more important than ever to instill socially active civic competences in young learners. Elementary school students are at a critical stage in their development, where they are forming their values, beliefs, and attitudes towards society. By providing them with the necessary tools and skills to become socially engaged citizens, educators can help shape a future generation that is compassionate, empathetic, and actively involved in making positive changes in their communities.

**Literature Review:**

Several studies have highlighted the importance of incorporating civics education into the elementary school curriculum. According to Tarrant (2015), early exposure to social issues and civic responsibilities can have a lasting impact on students' attitudes towards community engagement. Similarly, Smith et al. (2018) emphasize the role of teachers in facilitating meaningful discussions about citizenship and democracy in the classroom.

Elementary education plays a crucial role in shaping young minds and preparing them for active participation in society. In today's rapidly changing world, it is essential for students to develop socially active civic competences that enable them to engage with their communities and contribute positively to society. This article aims to explore the pedagogical and psychological foundations of forming these competences in elementary school students. Formation of socially active civic competences involves instilling values such as social responsibility, empathy, respect for diversity, and a sense of justice in young learners. It also requires developing critical thinking skills that enable students to analyze complex social issues and make informed decisions. Furthermore, promoting active citizenship involves encouraging students to participate in community

service projects, advocacy campaigns, and other activities that contribute to the common good.

**Pedagogical Approaches:**

One effective pedagogical approach for fostering socially active civic competences is through project-based learning. By engaging students in real-world projects that address societal challenges or promote social justice, educators can encourage critical thinking, collaboration, and empathy. Additionally, service-learning programs provide opportunities for students to apply their knowledge and skills to make a positive impact in their communities.

**Psychological Foundations:**

Psychological theories such as social learning theory and self-determination theory can also inform the development of socially active civic competences in elementary school students. By creating supportive learning environments that promote autonomy, competence, and relatedness, educators can help nurture students' intrinsic motivation to engage in civic activities.

The formation of socially active civic competences in elementary school students is a crucial aspect of their education and development. It is essential to equip young learners with the knowledge, skills, and attitudes necessary to actively participate in society and contribute positively to their communities. The pedagogical and psychological foundations of this process play a significant role in shaping students' understanding of citizenship, social responsibility, and democratic values.

Pedagogically, the formation of socially active civic competences involves creating a supportive learning environment that fosters critical thinking, collaboration, communication, and problem-solving skills. Teachers play a key role in designing engaging and relevant learning experiences that help students develop a deeper understanding of social issues and the importance of civic engagement. By incorporating real-world examples, discussions, role-playing activities, and community service projects into the curriculum, teachers can empower students to become active agents of change in their communities. Psychologically, the formation of socially active civic competences requires nurturing students' sense of social responsibility, empathy, and moral reasoning. It is essential to help young learners develop a strong sense of identity and self-efficacy so that they feel empowered to make a positive impact on society. By promoting positive social interactions, encouraging empathy towards others, and fostering a sense of belonging within the classroom and school community, teachers can help students develop the emotional intelligence needed to navigate complex social issues and engage meaningfully with others.

Furthermore, it is important for educators to recognize the diverse backgrounds and experiences of their students when teaching about social activism and civic engagement. By incorporating culturally relevant content into the curriculum and providing opportunities for students to share their own perspectives and experiences,

teachers can create an inclusive learning environment that celebrates diversity and promotes mutual respect among students. In conclusion, the pedagogical and psychological foundations of formation of socially active civic competences in elementary school students are essential for preparing young learners to become responsible citizens who actively contribute to their communities. By engaging students in meaningful learning experiences that promote critical thinking, collaboration, empathy, and social responsibility, educators can empower future generations to make a positive impact on society and create a more just and equitable world for all.

**Conclusion:**

In conclusion, fostering socially active civic competences in elementary school students requires a holistic approach that integrates pedagogical and psychological foundations. By equipping young learners with the necessary knowledge, skills, and values to become responsible citizens, educators play a crucial role in shaping a more just and inclusive society.

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