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SCHOOL ENVIRONMENT AS A FACTOR OF SOCIAL GUIDANCE IN PRIMARY EDUCATION

531.01 General theory of education

Abstract of the doctoral dissertation in educational sciences

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CONCEPTUAL RESEARCH MILESTONES

The relevance and importance of the research topic. Nowadays, modern society tends to develop new opportunities for social intervention. This involves the development of elements of social behaviour through educational actions, recommended forms of social relations, empathy, group communication, development of a sense of community, group membership, common interests, and responsibilities.

The relevance of the topic is supported by the fact that the approach focused on the development of social competence in the educational system has become a priority direction, actively promoted through state and educational policies in the Republic of Moldova. Among them, we mention: the Council Recommendation on key competences for lifelong learning of 2018 [2], the Education Law of the Republic of Moldova, provides, in art. 6 [1, art. 6, art. 11 (g)] *Development Strategy* "Education 2030 [41], National Development Strategy "Moldova 2030", approved by Decision No. 377 of 10 June 2020 [42, p. 73].

So far, the issue of *using school environment components as a factor of social education in primary education* has not been the subject of special investigations.

However, researchers such as E. Durkheim [18], J. Dewey [38], E. Jouhy [40], I. Albulescu [4], A. Neculau [26], E. Davidescu [16] etc.; the study and analysis of *the school environment* as a whole is presented in the works of researchers U. Bronfenbrener [37], Г.Ю. Беляев [36], I. M. Carcea [10], H. Catalano [11], E. Păun [30], G. Amado, G., A. Guittet [5], A. Faber, E. Mazlish [19], C. Cocoș [15], J.-C. Abric [3], M. Cameron [8], S. Duk [17], T. Gordon, N. Burch [21], N. Silistraru [34], L. Franțuzan, S. Nastas și I. Hîncu [20]. Social competence has become the subject of the scientific concerns of the following researchers: A. Ș. Catrinel, E. Kállay [12], V. Robu [33], J.-M. Dutrénit [39], L. Pavlenko [29], A. Gremalschi [22], S. Cristea [14], E. Davidescu, M. Cozărescu [13], M. Borozan [7] etc.

The analytical-synthetic study of the latest scientific research on the role of the school environment as a factor of social education, as well as the study of educational practice, has allowed us to outline some **contradictions** in the given problem:

- on the one hand, the existence and promotion of social norms in the school environment, and on the other hand, the insufficiency of the development of students' intrinsic motivation to observe them;

- on the one hand, the lack of variety of social contexts, which would contribute to the enhancement of constructivist interaction in learning, and furthermore, the formation of social competence of primary school pupils;

- on the one hand, the need for social competence training and, on the other hand, the lack of a concrete pedagogical model for social competence training at the primary school level, which would serve as an experimentally validated theoretical and practical basis.

These contradictions generate and determine the **research problem**: What are the priorities and mechanisms of influence of the school environment on the formation of social competence of primary school pupils?

The **research focus** is on the process of using the components of the school environment in the formation of social competence in primary school children as a result of social education.

Research hypothesis: The school environment in the process can assume the role of a factor of social education in primary education, as long as it identifies: concrete components of the school environment that will ensure social education, and the formation of social competence; a methodology for the valorisation of the components of the school environment in the formation of social competence in primary school students.

The major goal of the research is to determine the theoretical benchmarks and demonstrate the functionality of the *Pedagogical Model of valorising the components of the school environment in the formation of the social competence of the primary school pupil* as a result of social education.

The research objectives are: 1. To establish the theoretical foundations of the concepts of *school environment, social education, social competence*; 2. To identify the components of the *school environment* as factors of the formative organization of school activity from the perspective of social education; 3. To structure the *Pedagogical model of the use of the components of the school environment* in the formation of social competence of primary school students; 4. To develop the Methodology of the use of the components of the school environment in the formation of social competence of primary school students; 5. Analytical recording of the *Social Profile of the primary school pupil* who has formed social competence and operationalisation of the Methodology of valorisation of the components of the school environment in the formation of social competence of primary school pupils; 6. Experimental validation of the *Pedagogical model of valorisation of the components of the school environment* in the formation of social competence of primary school pupils.

The scientific research methodology included: *theoretical methods*: scientific documentation, analysis, synthesis, comparison, generalization, systematization, classification; *experimental methods*: pedagogical experiment, questioning, observation method; Henning's Zwei Personnen test; *sociometric method*; projective method "Images"; questionnaire "Self-control in communication", conversation; *statistical-methematical methods*: analysis of the products of subjects' activity, quantitative and qualitative processing of research results, interpretation.

The **novelty and scientific originality** of the investigation are targeted in: conceptualization of the ideas of school environment, social education; definition of social competence as a result of social education; description of social competence of the primary school pupil, thus outlining the *Social profile of the primary school pupil who has formed social competence*; identification and adaptation of the Methodology of using the components of the school environment in the formation of social competence of primary school students;

theoretical and applied foundation of the *Pedagogical Model of valorisation the components of the school environment in the formation of social competence of primary school students.*

The theoretical significance of the research consists in the synthesis of scientific approaches to the concepts of *the school environment, social education*; definition of *social competence* as a result of social education; outline of the *Social Profile of the primary school pupil who has formed social competence*; elaboration of the *Pedagogical Model for the valorisation of the components of the school environment in the formation of social competence of primary school students*.

The applied value emerges from the operationalization of the *Methodology for the valorisation of school environment components in the formation of social competence of primary school students* and the experimental validation of the *Pedagogical Model for the valorisation of school environment components in the formation of social competence of primary school students*, which have confirmed their usefulness in the educational process.

OUTLINE OF THE DISSERTATION

The first chapter of the thesis, entitled ***Pedagogical references of school environment and social education***, presents the study of epistemological foundations focused on the evolution of the meaning of the notion of *school environment, social education.*

The concept of school environment and its elements are discussed in the works of researchers U. Bronfenbrener [37], Г.Ю. Беляев [36], I. M. Carcea [10], H. Catalano [11], E. Păun [30], who analyse the concepts of *school media sequence, pedagogical space, educational field, activity specific to the school environment, learning environment*; G. Amado, G., A. Guittet [5], A. Faber, E. Mazlish [19], C. Cocoș [15], J.-C. Abric [3], M. Cameron [8], S. Duk [17], T. Gordon, N. Burch [21] - *didactic communication; teacher-student interaction, teacher-student relationship*; V. Capcelea [9], I. Tulbure [35] - *social norms*; P. Andrei [6], A. Petre [31] - *social values*; I Oiaga [27], I. Jude [24] - *school atmosphere* etc.

In the Republic of Moldova, the study and analysis of the school environment as a whole is presented in the works of researchers N. Silistraru [34], L. Franțuzan, S. Nastas and I. Hîncu [20] and others.

The concept of *school environment* has also been analysed from the perspective of educational management, and in particular from the perspective of classroom management, as a micro-group, as a result of the interrelations established between its members, a mark of social reality, with multiple consequences on the educational process: R.B. Iucu [23], R. Răduț-Tanciu [32] and others.

A thorough analysis of the *school environment* allowed the identification of relevant components in the implementation of social education in primary classes: *psychological*: the type of intelligence and dominant temperament of the pupil; *social*: the teacher and parents who possess and manifest social competence, the cooperative class of pupils; *cultural*: social norms and values; *strategic*: specific methodology; *organisational*: the interactive lesson, interactive breaks and extracurricular activities.

Analysis of the concept of **social education** outlines the problem of reassessing knowledge about *people and the relationships they develop or intend to develop in various social contexts*, which can be found in the works of researchers E. Durkheim [18], J. Dewey [38], E. Jouhy [40], I. Albulescu [4], A. Neculau [26], E. Davidescu [16] and others. The emphasis of scientific research is on *the interaction between the individual and the community*, since it is generally known that the essence of man lies in the totality of social relations.

Paradigms, ideas, concepts, theories describing and analysing the process of *personality formation from the perspective of the individual-community, individual-individual interaction* have been highlighted. Thus in social pedagogy, sociology of education, etc. as well as in the reflections of many researchers on social education, several aspects have been identified which outline the specificity of social education: the human individual comes into the world as an asocial biological being, and in order to humanize himself, he must acquire certain behaviours, considered "normal" for a human being; *the*

subordination of private interests to public ones; *interiorisation* and *socialization* are components of the transformation of the human individual from an asocial biological being to a moral, social being; *social harmony depends on the harmony of existence in groups; individualism will co-exist harmoniously with collectivism; integrative discipline of the individual, in the sense of preparing them to observe the rules of conduct and social interactions laid down by the social group*; transmission of elements of social behaviour through educational measures; recommended forms of social relations, empathy, group communication, development of a sense of community, group membership, common interests and responsibility, etc.

The study of the historical, philosophical, pedagogical, sociological and theoretical approaches to the concept of social education has provided the opportunity to formulate our own definition of social education. In our view, ***social education*** *is a permanent dimension of social life, reflecting a process of assimilation of cultural fashions, especially of the social value system; of attachment to the social group and integrative discipline of the individual, in the sense of preparing him/her to respect the rules of conduct and social interactions set by the social group.*

The principles of social education are the results of the generalisation of the specifics of social education:

- ✓ *the principle of experiential character* (the use of situations from pupils' life experience);
- ✓ *the principle of using one's own strengths for social purposes* (the need for explicit affirmation of the feeling of confidence in one's own strengths and ensuring an optimal balance between involvement and non-involvement, avoiding extremes);
- ✓ *the principle of social organisation of the students' community* (organisation of pupils' interpersonal relationships within and outside the classroom following social values and norms);

✓ *the principle of positive suggestion* (social regulations will be formulated by means of advice or recommendations in the form of positive suggestion and action);

✓ the principle of differentiated implementation of social education (taking into account individual and age-specific characteristics).

Summarizing the significant elements of the first chapter, we conclude that the school environment, viewed through the prism of social education, represents *a form of common life in which the most effective factors are concentrated that will make pupils adhere to social values and use their own strengths for social purposes*. At the same time, *work is active, shared, involving free communication between pupils, exchanges of ideas, offering suggestions, help; and the criterion for evaluating work becomes the quality of the work done, not the quantity of information assimilated by each*.

In Chapter 2, ***Methodological coordinates for the valorisation of the school environment components in the formation of social competence of primary school pupils***, ideas and concepts of social competence from the works of researchers A. Ș. Catrinel, E. Kállay [12], V. Robu [33], J.-M. Dutrénit [39], L. Pavlenko [29], A. Gremalschi [22], L. Catană, M. Mândruț [25], S. Cristea [14], E. Davidescu, M. Cozărescu [13], M. Borozan [7] etc., were analysed, which led us to formulate the following own definition: ***Social competence*** *includes an unintegrated system of knowledge, skills, attitudes and values that facilitates the establishment and maintenance of interpersonal relationships between the individual and the environment and enables him/her to produce a desirable social influence on others and to make the right decision in different situations in order to achieve well-being*.

Central to this chapter is the conceptualisation of *the Pedagogical Model for the valorisation of the components of the school environment in the formation of the social competence of primary school pupils* (Fig. 2.2.).

Output flow

SOCIAL PROFILE of the primary school pupil who is socially competent

- a tendency to work together in groups during and outside learning activities;
- valuing diversity and respect for others;
- taking responsibility for mistakes;
- respecting social and ethical norms in relationships with others;
- positive attitude towards others;
- a spirit of solidarity;
- deep attachment (showing compassion; taking into account the wishes and needs of others);
- accepts suggestions from others

- the use of polite address formulas;
- lending/offering personal belongings;
- socialising and offering help;
- initiating interaction with others;
- the ability to collaborate in and out of the learning activity;
- make choices and take responsibility for them;
- expressing opinions and feelings openly and honestly;
- expressing and understanding different points of view during group communication;
- arguing personal views and decisions;
- Negotiation inspiring trust and showing empathy;
- mastering constructive interpersonal communication methods;
- self-regulation of behaviour in relationships with others;
- resolving conflicts peacefully;
- establishing friendships: on one's own initiative or at the other's initiation
- elf-control in communication;

- assimilation of the code of good manners;
- understanding the codes of conduct in an educational institution;
- knowledge of children's rights;
- perceiving information about conflict;
- understanding the diversity of human behaviour according to temperament, intelligence, etc. (own behaviour, that of peers and adults with whom they interact)

Attitudes   **Skills**   **Knowledge**

SOCIAL COMPETENCE

Assessment of **social competence** indicators

Procedural flow

Components of the school environment in the formation of social competence

Social culture

Directed social learning   **Constructive educational interaction**   **Relations of communication, affinity, cooperation**   **Controlled socialisation**

Social norms and values   **Agents:** teacher and parents possessing and demonstrating social competence; cooperative class of students   **Forms of organisation:** interactive lesson, breaks, extracurricular activities   **Time:** school year

METHODOLOGY of valorisation of the school environment components in the formation of social competence

Socio-educational field   Interactive atmosphere

Input flow

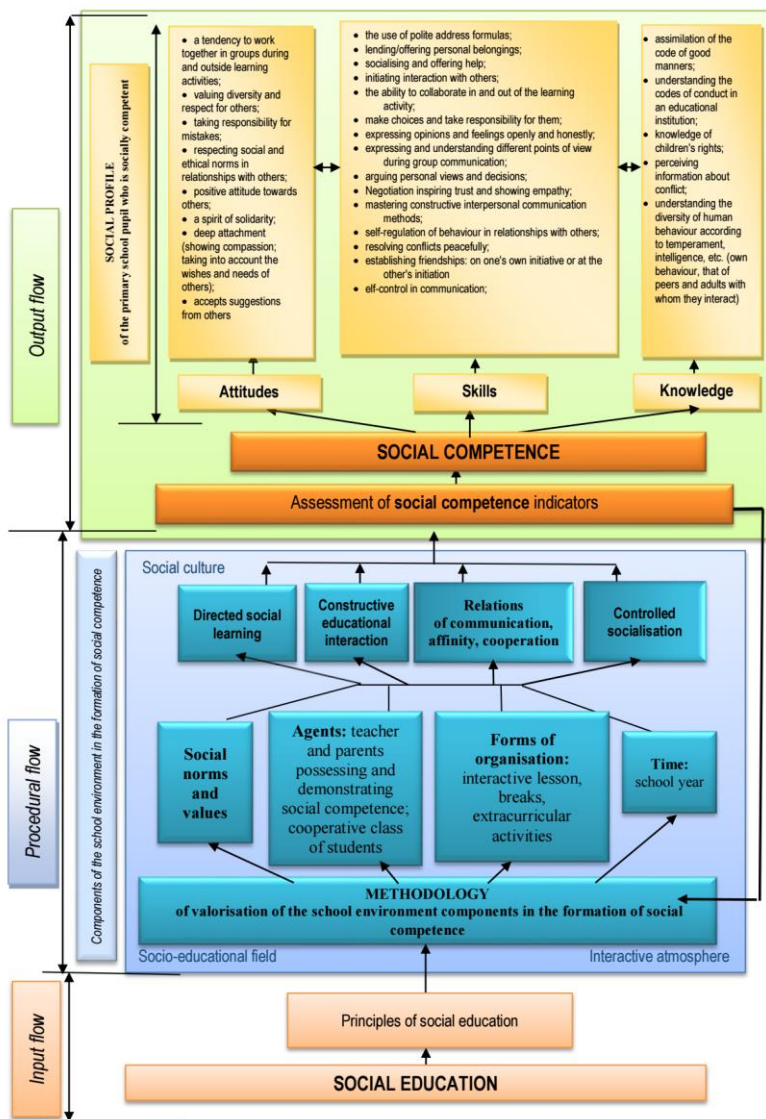Principles of social education

SOCIAL EDUCATION

Fig. 2.2. The pedagogical model for the valorisation of the components of the school environment in the formation of social competence of primary school pupils

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Seen as a system, the *Pedagogical Model of the valorisation of the components of the school environment in the formation of social competence of primary school pupils* articulates three basic dimensions, represented as follows: *an "input" flow* (the specifics of social education, the principles of social education), *a process flow* (based on the components of the school environment relevant to the formation of social competence in lower school age pupils as a result of social education) and *an "output" flow*, represented by the outcome, i.e. lower school age pupils who have formed *social competence*. The characteristics of this competence shape the *Social Profile of the primary school pupil who has formed a social competence*.

In order to ensure the process of forming the social competence of pupils, the *Methodology for the valorisation of the components of the school environment in the formation of social competence of primary school pupils* has been drafted, which includes: interactive methods, group work, cooperative learning, respect for rules/boundaries, consideration of temperament, multiple intelligences, the example of adults, conflict resolution among pupils, division of responsibilities, active listening, etc.

The general aim of the *Methodology for the valorisation of the components of the school environment in the formation of social competence of primary school pupils* does not imply a step-by-step program, but on the contrary, their *flexible, creative* application, adapted to concrete school problems: isolated children, unresolved conflicts among students, lack of empathy, aggressive communication, etc.

Summarizing the study of ***the methodological coordinates of the use of school environment components in the formation of social competence of primary school pupils***, we conclude that the effectiveness of the process of formation of social competence of primary school pupils (as a result of social education) lies in the use of school environment components (social norms and values, agents, etc.), which is activated thanks to the implementation of the

Methodology of valuation of the components of the school environment in the formation of social competence of primary school pupils.

In the third chapter, entitled ***Experimentation of the pedagogical model for valorisation of the school environment components in the formation of social competence of primary school students***, the experimental part of the research is presented.

The pedagogical experiment *aims to*: identify the attitude of teachers to the importance of social education and social competence training; train students' social competence by implementing the *Methodology of valorisation of the components of the school environment in the social competence training of primary school students*; determine the social competence of students of lower school age before and after applying *the Pedagogical Model of valorising the components of the school environment in the social competence training of primary school students*.

In the ***observation phase*** of the pedagogical experiment, the following objectives were pursued: identification of teachers' attitudes towards the importance of social education, social competence training (98 teachers participated); determination of the specific social competence of primary school pupils at the initial stage (94 primary school pupils from several schools).

Sample 1. Identification of experimental subjects' attitudes towards social education in primary school pupils

A **questionnaire** (filled in by the teachers) was administered in the framework of this experiment, which included 9 questions on: *dimensions of education, the place attributed to social education, teaching methods applied, forms of learning, current social values, the role of social education, activities within social education, participation in activities aimed at social education*.

If we consider the place of social education in the view of the experimental subjects, compared to the other dimensions, it can be seen in Figure 3.2.
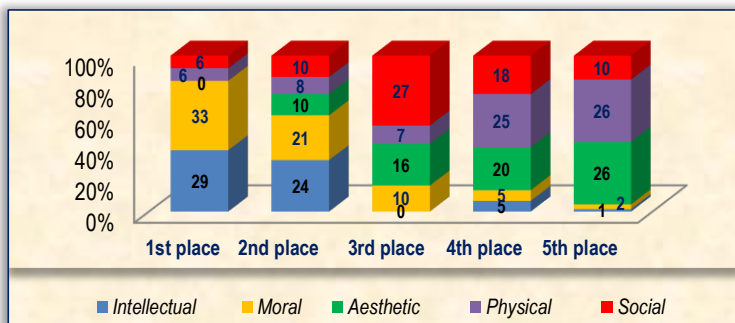
A.

The importance of the dimensions of education in the formation of the pupil's personality from the perspective of teachers working under the national curriculum
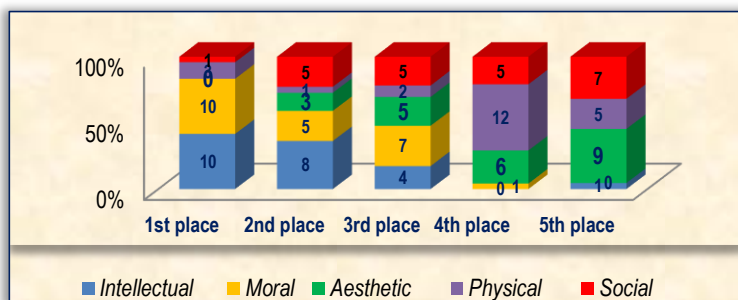
B. The importance of the dimensions of education in the formation of the pupil's personality from the perspective of teachers working under the Step by Step program

Fig. 3.2. The importance of the dimensions of education in the formation of the pupil's personality from the perspective of the investigated teachers

Generalizing the data obtained in Figure 3.2, we can state that the attention of the experimental subjects is mostly focused on the transmission of information and the formation of moral qualities to pupils of lower school age, these aspects, in the teachers' view, are essential in the formation of the personality of pupils in primary classes.

Analysing the results on the *experimental subjects' view of the role of social education*, we conclude the following: to educate true citizens, patriots of the nation; to make the citizen more tolerant,

understanding, honest, honest with those around them; to develop in students the ability to integrate into society, to be sociable with those around them; to teach the student to work with different people; to help children equally and to encourage the timid; helps the child to integrate into everyday life; contributes to changing the pupil's behaviour because current behaviour leaves something to be desired; aims to develop human qualities geared to preparing for life; training and development in pupils of the integrative capacities of contemporary personalities, to form themselves as people, to assert themselves as personalities; to transmit information from society to the individual; to stimulate interest in asserting oneself and integrating into society; to make the child more tolerant, compassionate, willing to lend a helping hand to the distressed; to raise, educate an honest, not corrupt generation; to make the pupil socially responsible; to educate a child needed by society; to raise a patriot of the country, a citizen of integrity with love of country; to learn the norms and rules of conduct within a social group; to contribute to the civic education of the younger generation; to solve the problems of society and the younger generation; to form an intellectual, sincere citizen who can cope with life; contributes to the formation and development of skills of cooperation, group work, free expression, politeness, tolerance; is to be not only a product of natural biological evolution, but primarily a product of social and cultural shaping of the personality.
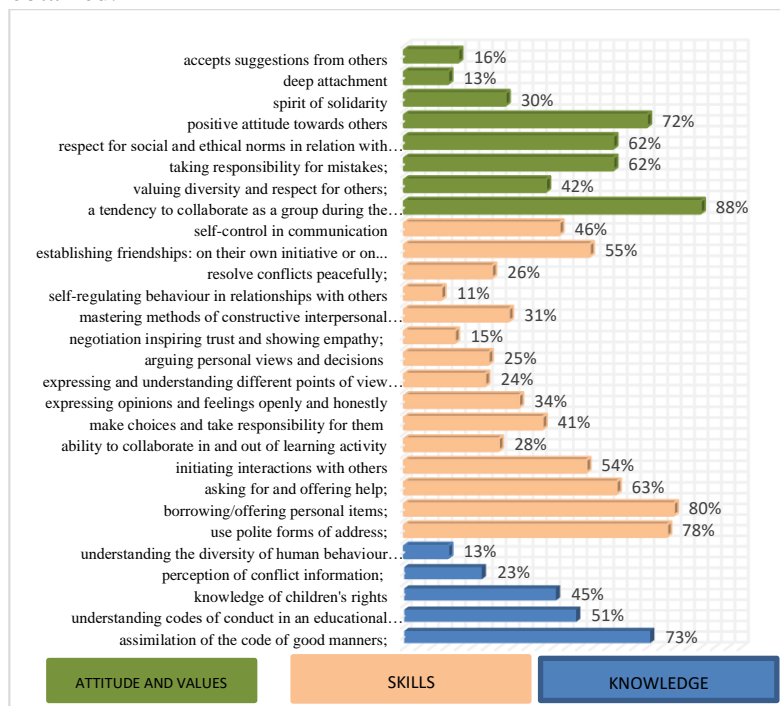
It is obvious that the responses are very diverse on the role of social education. It can be concluded that this concept requires clarification among teachers.

Therefore, the questionnaire completed by the experimental subjects brings more clarity to the achievement of social education in primary education. In addition to the conclusion of what has been investigated, the results obtained provide further argumentation for the idea of the need to address a certain specific methodology in the formation and development of social competence in students in the school environment.

Sample 2. Assessment of the level of social competence of primary school pupils. For this purpose, 20 students from grade IV B, 24 students from grade III A, from Filipeni Gymnasium; 27 students from grade III, 23 students from grade IV from Primary School "A. Mateevici" in Cahul city - in total 94 students from primary classes were investigated.

We applied the following ***methods of social competence research***, adapting them to the intended purpose: *observation method; Henning's Zwei Personen test; sociometric method; projective method "Images"; questionnaire "Self-control in communication"*.

Following the analysis of the ***observation sheet*** developed to determine the social competence manifested by primary school students, we identified several indicators of social competence that were less observed in student behaviour. Annex 18 presents the results obtained.

accepts suggestions from others	16%
deep attachment	13%
spirit of solidarity	30%
positive attitude towards others	72%
respect for social and ethical norms in relation with…	62%
taking responsibility for mistakes;	62%
valuing diversity and respect for others;	42%
a tendency to collaborate as a group during the…	88%
self-control in communication	46%
establishing friendships: on their own initiative or on...	55%
resolve conflicts peacefully;	26%
self-regulating behaviour in relationships with others	11%
mastering methods of constructive interpersonal…	31%
negotiation inspiring trust and showing empathy;	15%
arguing personal views and decisions	25%
expressing and understanding different points of view…	24%
expressing opinions and feelings openly and honestly	34%
make choices and take responsibility for them	41%
ability to collaborate in and out of learning activity	28%
initiating interactions with others	54%
asking for and offering help;	63%
borrowing/offering personal items;	80%
use polite forms of address;	78%
understanding the diversity of human behaviour…	13%
perception of conflict information;	23%
knowledge of children's rights	45%
understanding codes of conduct in an educational…	51%
assimilation of the code of good manners;	73%

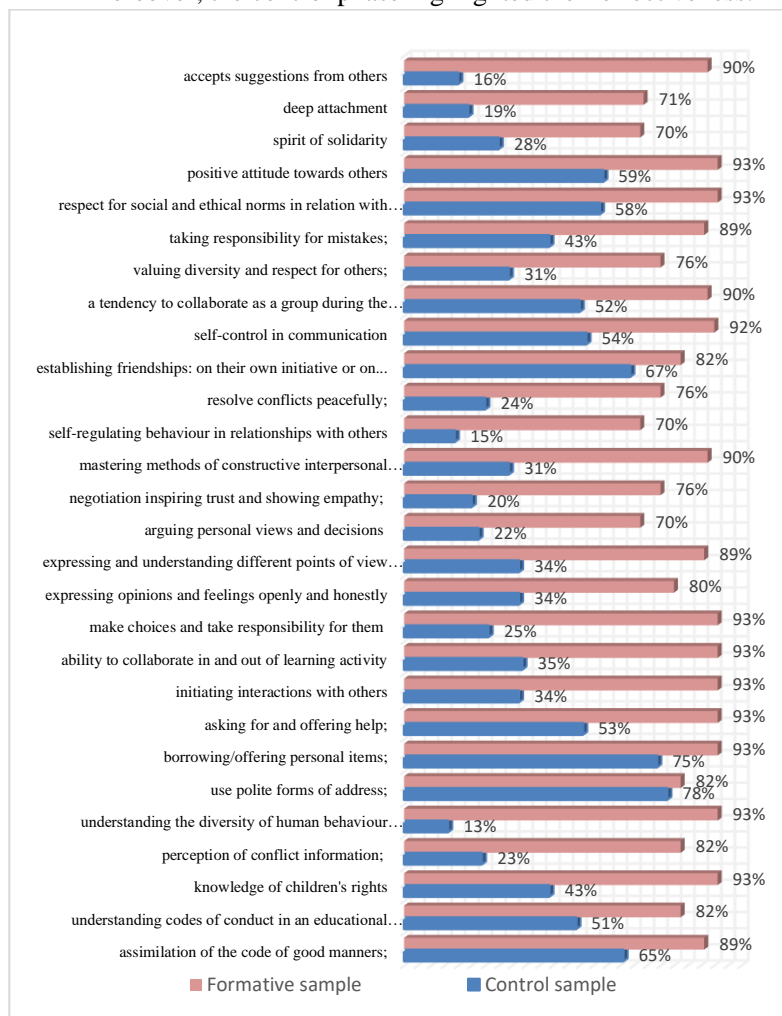ATTITUDE AND VALUES   SKILLS   KNOWLEDGE

The results of the observation phase of the pedagogical experiment revealed that a special intervention is needed to develop the social competence of primary school pupils. Thus, the ***training stage*** aimed at: experimental implementation of the *Methodology of the valorisation of the components of the school environment in the formation of social competence of primary school pupils* and the formation of social competence of pupils, based on the *Model of the valorisation of the components of the school environment in the formation of social competence of primary school pupils*.

Through the implementation of the *Methodology of valorisation the components of the school environment in the formation of social competence of pupils in primary classes*, the components of the school environment were valued, such as: the teacher (through his own example and the applied methodology), the class of pupils (through the interactive methods used in the school subjects, supporting pupils according to their temperament, etc.), social norms and values (by setting class limits/rules and in various activity environments - in groups, on the playground, at break times, etc.), the lesson (by using interactive methods in the learning process and studying literary works that set the aim, by making use of multiple intelligences, active listening), the breaks (by the teacher's example, by resolving conflicts between pupils), extra-curricular activities.

Thus, by exploiting this methodology, which in turn is a component of the school environment relevant to the aim pursued, situations of directed social learning (component of the school environment) have been created, constructive educational interaction between pupils has been established (component), an interactive atmosphere (component), socialization (component) between pupils has become controlled, a classroom culture (component) promoting social values has been established (component), and the socio-educational field (component) is characterized by the following features: the atmosphere during class became benevolent, each child was given support and security, was free from criticism; opportunities for mutual interactions were created and situations were designed to test new behaviours. As a result, the school

environment became one conducive to the formation of social competence.

Moreover, the control phase highlighted their effectiveness:

Indicator	Formative sample	Control sample
accepts suggestions from others	90%	16%
deep attachment	71%	19%
spirit of solidarity	70%	28%
positive attitude towards others	93%	59%
respect for social and ethical norms in relation with…	93%	58%
taking responsibility for mistakes;	89%	43%
valuing diversity and respect for others;	76%	31%
a tendency to collaborate as a group during the…	90%	52%
self-control in communication	92%	54%
establishing friendships: on their own initiative or on...	82%	67%
resolve conflicts peacefully;	76%	24%
self-regulating behaviour in relationships with others	70%	15%
mastering methods of constructive interpersonal…	90%	31%
negotiation inspiring trust and showing empathy;	76%	20%
arguing personal views and decisions	70%	22%
expressing and understanding different points of view…	89%	34%
expressing opinions and feelings openly and honestly	80%	34%
make choices and take responsibility for them	93%	25%
ability to collaborate in and out of learning activity	93%	35%
initiating interactions with others	93%	34%
asking for and offering help;	93%	53%
borrowing/offering personal items;	93%	75%
use polite forms of address;	82%	78%
understanding the diversity of human behaviour…	93%	13%
perception of conflict information;	82%	23%
knowledge of children's rights	93%	43%
understanding codes of conduct in an educational…	82%	51%
assimilation of the code of good manners;	89%	65%

■ Formative sample ■ Control sample

Averaging the social competence indicators recorded in the two groups of students of the control experiment (39% and 83% respectively) showed progress of 44%, which indicates the effectiveness of the training experiment.

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GENERAL CONCLUSIONS AND RECOMMENDATIONS

The values obtained through the research are summarised by the following *general conclusions*:

1. Through a generalized analysis it was found that *social education* is a permanent dimension of social life, reflecting a process of assimilation of cultural fashions, beliefs and, above all, the social value system; of attachment to the social group and integrative discipline of the individual, in the sense of preparing him for compliance with the rules of conduct and social interactions set by the social group. In turn, *social competence* includes an integrated system of knowledge, skills, attitudes and values, which facilitates the establishment and maintenance of interpersonal relationships between the learner and the environment and enables him/her to produce a desirable social influence on other peers and to make the right decision in different situations in order to achieve well-being. The formation of social competence in pupils of lower school age is circumscribed by social education, which is a complex, interdisciplinary education.

2. With the research objective of identifying the components of the *school environment* as factors in the formative organisation of school activity from the perspective of social education and the formation of social competence in primary school pupils, sub-chapter 1.1. includes an analysis of these components.

3. Clarification of the theoretical-applicational aspects of the school environment and pupils' social competence has provided the basis for structuring the *Pedagogical Model for the valorisation of the components of the school environment in the formation of social competence of primary school pupils* [24], which includes several relevant components in the formation of social competence. The operationalisation of the *Pedagogical Model for the valorisation of the school environment components in the formation of social competence of primary school pupils* has ensured a successful practice in the

educational environment, it is a prerequisite for the formation of social competence in pupils of lower school age, confirmed by **a percentage increase of 44%.**

4. Development and operationalization of the ***Methodology for the valorisation of school environment components in the formation of social competence of primary school pupils***, which includes specific elements of social education, has shown that, as an alternative methodology of social competence formation, which overcomes mono-structurality through an appropriate relationship of what is valuable in the process of forming the pupil's social competence, several new perspectives can be recovered, replacing, in the model of the new social conditions, the mode of action, becoming a multidirectional one [25].

5. ***The sets of evidence*** used to develop pupils' social competence reflect a set of *knowledge, skills, attitudes and values* that outline the ***Social profile of the primary school pupil who is socially competent***, which is innovative at the primary school level and reflects the essential coordinates of the development towards a socially competent and collaborative learner.

The research carried out defines its **scientific identity** by:

- Conceptual approaches deduced from the analysis of approaches to the concepts of school environment, social education, social competence;

- Structuring the *Pedagogical Model for the valorisation of the components of the school environment in the formation of the social competence of primary school pupils.*

- Drafting the *Methodology for the valorisation of the components of the school environment in the formation of social competence of primary school pupils;*

- The establishment of the *Social profile of the socially competent primary school pupil;*

- *Social competence assessment tool* for primary school pupils.

In this context, the aim of the research was achieved by determining the theoretical basis and demonstrating the functionality of the *Pedagogical Model for the valorisation of the components of the school environment in the formation of the social competence of primary school students* as a result of social education.

RECOMMENDATIONS

In line with the results of the investigation, we can make the following *recommendations*:

➢ In order to ensure an effective activity of social competence training of primary school pupils, by synthesizing the ideas concerning the *Methodology of valuing the components of the school environment*, it seems reasonable to develop a *Guide for primary school teachers to train pupils' social competence*, taking into account the situation in the school environment in the new social conditions.

➢ Based on the current guidelines in the training of students in direct relation to the demands coming from the social environment, it seems rational *to develop the school curriculum* from the perspective of complementing it with curricular pieces that would aim at the formation of social competence within the school environment.

➢ Based on the specific configuration of social competence, it is necessary to initiate *research projects* on the psychological aspect of this phenomenon with the following topic: *psycho-social values in the formation of students' social competence*.

➢ Managers of primary education institutions must reorient themselves towards finding solutions that would enable them to gather, lead and coordinate a *core of high-performing specialists*, with high professional status, supported by colleagues, social activists, and parents; that would stimulate continuous professional development, group work, cooperation with colleagues (forming *networks of assistance and cooperation*), which would provide a theoretical and practical basis for the training and development of pupils' social skills.

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ANNOTATION

Mogildea Iulianna, *School Environment as a Factor of Social Guidance in Primary Education***, Doctoral Dissertation in General Theory of Education, Chisinau, 2023.**

Dissertation Structure: introduction, three chapters, general conclusions and recommendations, bibliography of 199 sources, 21 appendixes, 167 pages of main text, 25 figures, 9 tables.

Dissertation Publications: The obtained results are published in 11 scientific papers.

Keywords: social education, social competence, school environment, social norms, social values, cooperating class, social profile.

The Main Goal of the research is to determine the theoretical basis and to demonstrate the functionality of the *Pedagogical Model for the valorisation of the components of the school environment in the formation of the social competence of the primary school pupil* as a result of social education.

The Objectives: 1.Establishing the theoretical foundations of the concepts of school environment, social education, social competence; 2. Identification of the components of the school environment as factors of the formative organization of school activity from the perspective of social education; 3.Structuring of the pedagogical model for the use of the components of the school environment in the formation of social competence of primary school students; 4.Elaboration of the methodology for the use of the components of the school environment in the formation of social competence of primary school students; 5. Analytical recording of the social profile of the primary school pupil who has formed social competence and operationalization of the Methodology for the use of the components of the school environment in the formation of social competence of primary school pupils; 6.Experimental validation of the pedagogical model for the use of the components of the school environment in the formation of social competence of primary school pupils.

The novelty and scientific originality of the dissertation are targeted in: conceptualizing the ideas on school environment, social education; defining the social competence as a result of social education; describing the social competence of the primary school pupil, thus outlining the *Social Profile of the primary school pupil who has formed social competence*; identification and adaptation of the methodology of using the components of the school environment in the formation of social competence of primary schoolchildren; theoretical and applied foundation of *the Pedagogical Model of valorisation of the components of the school environment in the formation of social competence of primary schoolchildren.*

The solved scientific problem. Theoretical and applied substantiation of the components of the school environment in the formation of social competence of primary school students in the framework of social education, which led to the demonstration of the functionality of the *Methodology of valorising the components of the school environment in the formation of social competence of primary school pupils.*

The theoretical value of the dissertation consists in synthesizing the scientific approaches to the concepts of *school environment*, social education; defining *social competence* as a result of social education; outlining the *Social Profile of the primary school pupil who has formed social competence*; presenting the *Methodology of valorising the components of the school environment in the formation of social competence of primary school pupils.*

The practical value of the research emerges from the implementation of the *Pedagogical Model for the valorisation of the school environment components in the formation of social competence of primary school pupils*, which has confirmed its applicative usefulness in the educational process.

The implementation of the scientific results was presented in scientific-methodological journals and in the communications delivered at national and international scientific forums in the years 2014-2021.

MOGÎLDEA IULIANNA

SCHOOL ENVIRONMENT AS A FACTOR OF SOCIAL GUIDANCE IN PRIMARY EDUCATION

531.01 General theory of education

Abstract of the doctoral dissertation in educational sciences

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