

THE EFFECTIVENESS OF THE PROJECT “LEARNING TO LIVE TOGETHER” IN THE CONTEXT OF THE DEVELOPMENT OF PROSOCIAL BEHAVIOR OF PUPILS 5-9 GRADES

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Abstract. *The article analyzes the concept of «prosocial behavior». Considered the main approaches of prosocial behavior: social exchange theory, theory of social norms. The main functions of the teacher in the upbringing of the child are analyzed. Described the key skills that were developed within the project. Presents the results of an online survey of secondary school pupils on the formation of prosocial behavior the project “Learning to live together”. It is concluded that the project positively influences the formation of prosocial behavior of pupils in the main school.*

Keywords: *prosocial behavior, pupils of secondary school, formation of prosocial behavior, life skills.*

Relevance of research. Ukraine's entry into the European and world educational space requires holding the modernization of the content of education in the context of its conformity to modern needs. First of all, secondary education acquires great importance – the central element in the educational system of any country and the basis for the successful receiving education of the next levels and self-education throughout life. School education reform requires solving the most urgent problems, such as the fundamental updating of the content of education, modernization the mechanisms of educative activity of general educational institutions, strengthening the orientation development of meaningful value orientations for young people. L. Grinevich emphasizes: “The new Ukrainian upbringing should be based on universal human values – human dignity, freedom, awareness of their own national identity and recognition of the identity of others. During growth in school the child must learn to be aware of his rights and responsibilities, take responsibility for himself, carefully approach the solution of their own life and social problems” [8].

Such a turn in the system of national education is caused by the need for the formation of civil society in Ukraine, because “Ukrainian society as never needs people who are initiative, creative, capable of spiritual and moral self-building for the socio-cultural restoration of the state and society, the development of strategies and models of prosocial behavior” [4, p. 71 – 72].

Analysis of recent research and publications. The formation of prosocial behavior was unfolded by such scientists as V. Kyrychenko, O. Yezhova, V. Necherda, T. Tarasova who carried out complex analysis the main theoretical and methodological approaches to this problem in domestic and foreign science.

Study of the effectiveness of the project “Learning to live together” carried out on the basis of conclusions independent evaluation of the project, which was carried out by international consultants Christopher Talbot and Michael Wessel.

Statement of the main material. For today formation of prosocial behavior is one of the most popular areas of development of social psychology and pedagogy. Researchers M. Test, D. Rozenhan, G. White this term used to designate positive, constructive forms of socially useful behavior as opposed to asocial ones. Similar definition contains in great psychological encyclopedia, understanding prosocial behavior as any actions aimed at the benefit of social groups and helping to other people who are carried out in order to benefit them [6, p. 9]. However, this phenomenon is interpreted differently by researchers.

In the framework of the theory of social exchange (E. Aronson, T. Wilson, J. Homans, P. Blau), the idea was formed that prosocial behavior is a charitable activity of a person with the aim of receiving useful results for himself and for another person. Another theory – the theory of social norms (A. Gouldner, A. Aizenberr) considers prosocial behavior from the standpoint of peculiar causal-abstract schemes that play a role orientations in situations related to the necessity or need to help others. From the standpoint of altruism or “helping behavior”, the phenomenon of prosocial behavior is revealed in the works of H. Heckhausen, V. James, V. Zander, T. Gavrilova, V. Kunitsyn, N. Kukhtov, V. Staub, I. Yusupov and others. Supporters of the socio-cognitive approach believe that prosocial behavior includes a number of basic cognitive processes, including perception, thinking,

decision-making, problem solving, etc., and awareness of expectations and norms governing regulating interpersonal relationships. This kind of behavior is formed to the extent of the intellectual development of the child, and represents “the transition from illogicality and egocentricity to logic and empathy, and finally, morality, the formation of the ability to build a positive perspective, is associated with prosocial behavior” [6, p. 15].

The term “prosocial behavior” psychologists also use to denote the moral actions inherent in a particular culture. They can be defined as socially-positive: generosity, help to others, cooperation, expression of sympathy. Prosocial behavior, which is necessary for cooperation is usually formed on the basis of personal qualities such as altruism and compassion. Such behavior of children in general is rather consistent in different situations, although its situational deviations are possible [6, p. 37–38]. Considering such a variety of theoretical approaches, the authors of the monograph “Formation of prosocial behavior of students in the conditions of the preventive educational environment of a general educational institution” define prosocial behavior as a system of actions and actions of the individual, conditioned by the conscious adoption of socially significant norms and values, the ability to constructively resolve interpersonal and group contradictions, the insensitivity to risky methods of polysubject interaction, the ability to self-realization in various types of socially significant activity [6, p. 13].

Thus, prosocial behavior is not limited to one fixed model of behavior. For example, S. Lindenberg believes that this term is the most general term for describing behaviors related intentionally to the well-being of another, possible consideration of one's own interests, however, with obligatory certain victims for the subject who demonstrates her. He distinguishes five types of prosocial behavior: cooperation, justice, altruism, reliability and respect for the interests of others. The researcher emphasizes that the basis of prosocial behavior is social relations / connections, which determine the various situational combinations of these types [6, p. 22].

Most of the theoretical developments in the field of psychology and pedagogy are noted that prosocial behavior is formed under the influence of the social environment and especially the nearest social environment, as well as mediated by friendly relationships, social understanding, care and concern for the well-being of others, the interactive interaction of the teacher and the student. The active participation of the teacher in the children upbringing should ensure the implementation of special functions. The researcher L. Kalashnikova identifies among them the following:

- declarative, which consists in focusing children's attention on prosocial imperatives; declaration of value attitude to the environment and to yourself; demonstrating the desired behavioral acts;
- evaluation function, provides an objective and correct assessment of the actions committed by the child or only planned;
- stimulating function that manifests itself in encouraging the child to commit acts that are beneficial to the environment, as well as in inhibiting her behavioral tendencies, having an associative orientation. The most effective stimulus the researcher considers modeling of situations polysubject interaction, in which relations with students are built on the principles of respect for them and taking into account their right to “be a person”. An essential feature of such situations is that they activate the psychological mechanisms of the formation of prosocial behavior and thereby promote the implementation of constructive ways of resolving conflicts;
- developing function consists in providing the conditions for a transition from the lowest to the highest levels of prosocial behavior, the formation of new qualities of the personality as a subject capable of deliberately choosing a prosocial strategy of behavior [4, p. 164 – 171].

These functions are dialectically interrelated: the effectiveness of the evaluation increases with the understanding of the student of the need to observe the rules of prosocial behavior, evaluation of actions stimulates their further implementation, and the stimulant's influence necessarily contains an assessment. “Therefore, an active position of the teacher should provide for the fixation of children's attention on prosocial imperatives, assistance in the development of their value attitude to society, nature, social environment and to themselves, demonstration of desired behavioral acts, stimulation of the person to commit acts useful to her and others. In addition, it is necessary to inhibit those of her behavioral tendencies that have an antisocial orientation, and to teach an objective and correct self-assessment of actions committed by a person or only planned [4, p. 164 – 171]”.

In the domestic pedagogical practice of forming prosocial behavior is carried out within the framework of the project “Learning to live together” which is being implemented with the support of the United Nations Children's Fund (UNICEF) and is part of the EU's initiative “Children of Peace”. Since 2012, when this initiative was initiated, funds are annually provided for humanitarian projects for children in conflict zones, namely, giving them the opportunity to go to kindergartens, schools where they can study in a relaxed environment and receive psychological support. In Ukraine, the project is being implemented in Donetsk, Lugansk, Kharkov, Dnipropetrovsk and Zaporozhye regions.

The main goal of the project “Learn to live together” is to teach children and adolescents in life skills (psychosocial competencies) that promote social cohesion, facilitate adaptation to new life circumstances, restore psychological balance, develop healthy relationships, and the like. An example of such life skills is positive self-esteem, effective communication, sympathy, prevention and conflict resolution, confrontation with negative social influences, self-control, stress management, motivation for success, problem analysis and decision-making, critical and creative thinking, active social position, etc [7, p. 2].

One component of the project is the Life Skills Learning component, which aims to develop the psychosocial competences needed by children and adolescents to overcome the effects of stress and facilitate adaptation to new living conditions. The key skills that were developed within the framework of the project are the following:

- communication skills (active listening, clear explanation of themselves, body language, adequate response to the criticism, making new friends, building healthy relationships with the peers and adults);
- self-control skills (controlling their anger, coping with anxiety, failures, stress);
- empathy skills (understanding the feelings and needs of the others, articulating what they understand, providing support and help to those in need);
- good cooperation skills (they are friendly, they support and help each other, act as a team);
- analytical and problem-solving skills (they are able to determine the core problem and its reasons, find reliable sources of information, offer solutions, anticipate their consequences and make conscious choice);
- conflict prevention and resolution skills (prioritize peaceful methods of conflict resolution, are able to make concessions, negotiate, find compromises, and have tolerant attitudes towards the opinions and preferences of the others);
- assertive skills (show non-aggressive confidence, are able to articulate and defend their idea with respect to the others, refuse unacceptable offers, express a request or a reasonable requirement, counter discrimination);
- self-reflection and self-evaluation skills (they understand own uniqueness, are positive about themselves and their life perspectives, adequately evaluate their talents and opportunities, advantages and drawbacks, are receptive to the feedback from the others, and know their rights, needs, values and priorities) [7].

Comparative indicators of mastering of key life skills, formed on the basis of teacher evaluation are given in Table 1.

Table 1.

Life skills	% of pupils grade 5		% of pupils grade 6		% of pupils grade 7		% of pupils grade 8		% of pupils grade 9	
	pre	post	pre	post	pre	post	pre	post	pre	post
communication	77,23	90,05	80,05	89,12	80,72	87,25	82,77	90,25	80,24	89,88
self-control	65,97	82,91	68,94	82,5	73,83	86,43	76,27	88,08	75,74	89,57
empathy	75,66	86,22	77,21	87,8	78,79	88,37	80,51	89,7	77,54	91,11
cooperation	78,01	86,48	76,35	85,95	77,97	88,36	82,48	86,45	80,24	88,34
analytical and problem-solving	56,28	79,33	64,96	79,31	69,14	84,21	72,88	86,72	72,45	85,89
conflict prevention and resolution	62,83	81,63	64,67	79,31	68,05	87,26	73,44	89,97	75,75	87,73
assertive	66,5	86,74	69,8	83,29	69,42	85,6	76,27	89,7	76,95	87,43
self-reflection and self-evaluation	67,01	85,97	70,37	86,21	76,03	88,92	82,77	88,07	78,74	91,41

As can be seen from the results, the effectiveness of communication skills of pupils increased from 7 to 13 %, self-control – an average of 12–15 %, empathy – by 10 %, cooperation – by 8 %, analytical and problem-solving – by 15 % (for pupils of the 5th form – 23 %), conflict prevention and resolution – by 15–19 %, assertive – by 14–15 % (for students of the 5th grade – 20 %), self-awareness and self-esteem – by 16–18 % (for students of the 8th grade – 6 %). The most important indicators of the acquisition of key life skills are demonstrated by the students of the junior class (5–6).

The next indicator for determining the state of prosocial behavior in primary school students is the evaluation of their own social behavior. Below are given to the students of grades 5–7 questions and the percentage of positive answers to them:

- Having a conversation, I try to look into my interlocutor’s eyes;

Table 2.

Grade	5	6	7	8	9
% positive responses PRE	76,88	76,66	76,5	74,28	73,24
% positive responses POST	82,27	81,89	81,02	79,06	79,12

- I ask questions to show my interest in communication;

Table 3.

Grade	5	6	7	8	9
% positive responses PRE	75,09	74,42	75,11	72,14	72,1
% positive responses POST	81	79,97	79,6	77,86	78,55

- When talking to my friends, I try to equally speak and listen to them;

Table 4.

Grade	5	6	7	8	9
% positive responses PRE	79,77	79,54	78,15	75,97	74,53
% positive responses POST	83,43	82,32	82,32	80,22	79,66

- I usually act rationally rather than on impulse;

Table 5.

Grade	5	6	7	8	9
% positive responses PRE	78,29	76,79	70,91	62,12	66,42
% positive responses POST	81,76	78,76	76,13	74,55	73,91

- In case of conflict, I try to negotiate and find a solution acceptable to everyone;

Table 6.

Grade	5	6	7	8	9
% positive responses PRE	79,17	79,18	78,88	74,61	75,79
% positive responses POST	83,39	82,59	82,46	80,21	80,84

An important indicator for determining the effectiveness of pupils learning of the skills of prosocial behavior is “Self-assessment by students of their psychosocial well-being”. During the survey, the pupils, among other things, answered questions “I often do something not only for me, but for the others, too.” This indicator can be designated as altruism skills, which are often identified with the prosocial type of behavior. The results of pupils answers are given below:

Table 7.

Grade	5	6	7	8	9
% positive responses PRE	81,91	82,06	80,21	77,79	75,95
% positive responses POST	86,15	86,15	83,92	81,66	78,78

Conclusions. According to the results of the independent evaluation of the effectiveness of the “Learning to live together” project, international consultants K. Talbot and M. Wessel, executors of the component “Life Skills Training” achieved remarkable results in a very short period of time: a

methodology for teaching, teaching and learning materials for children and adults, assessment tools, high-quality training of regional trainers and teachers, monitoring of the process and evaluation of learning outcomes. At the core of the “Life Skills” component are values such as personal and collective responsibility, trust, friendship, benevolence, mutual help and mutual support in difficult circumstances, prevention of discrimination, violence and bullying in schools. They aim to develop in children such models of social interaction, which are most consistent with the principles of prosocial behavior.

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