THE PROBLEM OF SUCCESS IN THE FOCUS
OF THE PERSONALITY OF A PRIMARY AND SENIOR SCHOOL PUPIL

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Abstract. The article is dedicated to the problem of success in the focus of the personality of a modern pupil of a general secondary education institution. The tasks of the research are the analysis of theoretical data and the highlighting of the results of empirical research concening the content of the phenomena of success and social success, the content characteristics of the socially successful personality of the pupil, as well as the generalization of the results. In the research process, theoretical methods (analysis, reinterpretation and generalization of data, content analysis) and empirical methods (conversation, blitz survey, method of unfinished sentences) were applied. The author justified the difference between the concepts of «success» and «social success», emphasized the qualities and skills of primary and senior school pupils necessary for social success, and emphasized the importance of creating conditions in the educational environment that contribute to the formation of a socially successful personality.

Key words: phenomenon of social success, portrait of a socially successful pupil, teenager, young man, educational environment.

Introduction. In the conditions of a crisis society, there is a growing need for a socially mature, creatively active individual, who should be oriented towards positive self-realization and socially significant successes and is able not only to adapt to the changing reality of today, but also to creatively transform it and bear responsibility for choosing and implementing one's own life path. That is why the problem of success is gaining special relevance in all spheres of life of a modern person. Currently, the concepts of success and individual success have entered into both everyday life and the conceptual apparatus of psychological and pedagogical science. This is due to the fact that in modern life realities, many scientists consider the individual's focus on achieving success as one of the key conditions for personal development and an important factor in achieving the stability of society as a whole.

Therefore, in the modern pedagogical space, there is a growing need to educate a socially active, proactive, creative, mobile personality with a high level of formation of those qualities that contribute to the productive solving of various life tasks and social success. Adolescence and youth age are sensitive for the formation of qualities and competencies that ensure the social success of an individual, his self-realization and effective socialization, since it is in elementary and senior school that the intensive formation of the image of the social «I» takes place, the issues of self-affirmation of pupils, their social orientations and attitudes, vital self-determination of a growing individual become especially significant. At the same time, in the speech culture of modern teenagers and senior school pupils, «success» is one of the most used concepts, and social success is one of the most desired and proclaimed values.

The purpose and tasks of the research. Based on the above, the main goal of our article is to study the problem of success in the focus of the personality of a modern pupil of a general secondary education institution. Accordingly, our tasks are the analysis of theoretical data regarding the termi-

nological clarification of the concepts of «success» and «social success of the pupil» and the high-lighting of the results of empirical research based on experimental educational institutions regarding the content of the phenomena of success and social success, the content characteristics of the socially successful personality of the pupil, as well as the generalization of the obtained results.

Research methods. To achieve the goal and implement the research tasks, we used a complex of various psychological and pedagogical methods. As theoretical methods, the analysis of psychological and pedagogical literature was chosen to clarify the essence of the basic concepts of research «success» and «social success of a pupil», reinterpretation and generalization of data obtained during work with teachers and pupils of elementary and senior school, content analysis of reports of experimental institutions of general secondary education. Conversations, blitz surveys, and the method of unfinished sentences became empirical methods.

The research covered 219 teachers and 458 pupils of general secondary education institutions (282 elementary school students and 176 senior school pupils) in Kyiv City, Kyiv, Vinnytsia, Lviv, Ternopil, and Odesa regions.

Research results. The analysis of the content of domestic and foreign scientific sources dedicated to the phenomenon of success and the concept of social successfulness made it possible to obtain the following results. A person's awareness of the essence of success depends on the social and historical context. During different historical periods of human development, each political, economic, and scientific system had its own criteria for success. This concept has always occupied a prominent place in the value system of society and was interpreted mainly as the achieved result of certain activities, life aspirations and perspectives of the individual.

Recently, the concept of success has gained considerable popularity, both in mass communication and in the circulation of philosophical, sociological, psychological and pedagogical sciences, and its wide use in various contexts, which has led to difficulties in understanding the essence and content of this phenomenon. We consider it worth noting that representatives of pedagogical science (Absatova, Ussenova, Seitenova, Nurpeissova, Goncharov, 2016; Garsia, 2019; Klimkowska, 2012; Mateiuk, 2012; Mykhailyshyn, Dovga, 2017) emphasize the fundamental difference between the concepts of «success» and «successfulness». In modern foreign psychological and pedagogical studies, success is understood as:

– a life mission that meets the individual's needs for self-development and self-realization (Hildebrandt-Wypych, 2011);

– a positive result of activities aimed at achieving goals significant for a person, which reflect the social orientations of society (Kobzeva, Tuzova, 2020);

– a certain result expected by a person and society from external (visible to other people) and internal (self-development and self-education) activity of a person, which is accompanied by his positive emotions and an increase in the level of self-esteem and self-respect (Dries, Pepermans, Carlier, 2008);

– individual quality standard (Geisler, Allwood, 2015);

– a characteristic of a person's activity and an indicator of the specificity of his social connections and relationships (Greenaway, Kalokerinos, 2017).

Success is evaluated both by the person himself and by his immediate environment. That is why representatives of domestic psychological and pedagogical science emphasize the balance of social and personal identities of a person, which is necessary for realizing success. In this context, success can be understood as the maximum manifestation of one's individuality (Mateiuk, 2012) and the result that an individual has achieved in the process of realizing goals important to him and society due to self-efficacy and self-improvement (Mykhailyshyn, Dovga, 2017). We share the opinion of the Ukrainian researcher Yarema that «success can be defined as a set of individual, but at the same time socially recognized achievements that provide individuals with stable and (or) growing resources. In

this sense, success is a key link connecting the personal and the social, a certain «gene of sociality» which the entire hierarchy of norms and values of society is «encrypted» in (Yarema, 2010: 94–95).

Therefore, let's clarify the concept of «*success*» as a complex category and an essential characteristic of a person's activity, which is based on his obtaining positive results in a certain field of activity and contains a personal level associated with the subjective perception and assessment of one's own achievements, and a social level that accompanied by social approval or recognition.

Note that the main conceptual positions of success pedagogy nowadays are related to humanistic pedagogy and psychology and involve the use of an individual approach in interaction with pupils. In the results of the conversation dedicated to the problem of success in the life of a modern pupil, which was held with representatives of the administrations of experimental institutions of general secondary education and creative initiative groups of teachers, the participants noted that personally oriented education and upbringing should be aimed at the development and self-development of the student, his formation as a personality, taking into account individual characteristics, interests and abilities. According to practicing teachers, the educational process must be built in such a way that each growing individual has the opportunity to realize his potential, which determines the achievement of success and the prospect of his social success. They also emphasized the necessity to educate an active, proactive, creative personality in educational institutions and the importance of developing humanistic interaction in the educational environment, forming life optimism and motivation for success in pupils as the primary basis for their progressive growth and social success.

Today, in psychological and pedagogical science, there is a lack of an unambiguous position regarding the content load of the concept of «social successfulness». Social successfulness is considered as a social quality; one of the social parameters of the personality; an integral component of studying effective communication, professionalism, motivation for self-development of the individual; a kind of indicator of a person's authority in society, etc. In the scientific studies of recent years, social successfulness is considered as an indicator of a person's social status, which is the basis for building relationships with others and allows him to effectively solve various life tasks and contributes to his effective socialization. Scientists call one of the conditions for achieving social success the acquisition of internal freedom of the individual, which is accompanied by the expansion of the sphere of its interaction with society (Kobzeva, Tuzova, 2020; Osman, Ydhag, Månsson, 2021). Australian researchers emphasize that social successfulness depends on a person's adequate emotional reactions to external irritants and his ability to adapt to changing environmental conditions (Greenaway, Kalokerinos, 2017).

The scientific position of Kazakhstan scientists is unanimous, according to it social successfulness can be considered as «a measure of personal maturity, which is characterized by the absence of contradictions between the thoughts, feelings and actions of an individual, his ability to analyze life situations, in particular, in the activities of various social institutions, and the ability to regulate his own behavior» (Absatova, Ussenova, Seitenova, Nurpeissova, Goncharov, 2016: 1445). According to the scientific conclusions of American scientists, social successfulness is a dynamic construct closely related to the social nature of a person, his social experience (Dries, Pepermans, Carlier, 2008: 256).

According to German researchers, social success has an indirect positive relationship with life satisfaction, based on social comparisons (drawing parallels between one's own and other people's achievements, evaluation of success from the point of view of others) and individual standards (self-referential evaluations of one's success in society, satisfaction by own achievements) (Abele, Hagmaier, Spurk, 2016: 1615). According to the scientific position of domestic scientists, social successfulness is based on the achievements of the individual, which were recognized by society in accordance with certain existing standards in it (Rosiichuk, 2010; Yarema, 2010).

It should be noted that in the domestic psychological and pedagogical literature, the concept of «social successfulness» is considered ambivalent, dynamic, chronotopic, culturally marked, «which

includes repeatedly verified life experience, ...which is based on the motivation to achieve a set goal through purposeful activity, the desire to develop harmoniously» (Babyna, Yershova, 2010; Mykhailyshyn, Dovga, 2017). Also, domestic researchers consider social successfulness as an internal state of the individual, which is achieved through regular concentration on one's key desires and active actions for their realization (Romanovskyi, 2011).

So, in modern psychological and pedagogical researches, there is a variety of theoretical approaches to the definition of social successfulness, which is presented both as a content-creating factor of sociality, and as a social parameter of the individual, and as a criterion indicator proposed by society as a certain ideal, and as a certain lifestyle of a person, potentially able to harmoniously coexist in society with other people. All definitions are united by such a feature of social successfulness as its duration in time: unlike success, which can be a single result of a certain activity and be a random phenomenon, social successfulness is a systemic and permanent phenomenon, based on the continuous self-improvement of a person and long-term development of qualities and competencies necessary for sustainable successful results in the chosen field of activity.

Currently, there are many such areas: science, politics, health care, production, business, sports, culture, agriculture, education, etc. In addition, a modern person strives for multi-success, trying to find himself simultaneously in the field of professional self-realization, and in the socio-economic plane, and in the spheres of physical health and spiritual self-development, etc. However, it is in the educational institution, as a kind of model of society, that a growing individual first learns and realizes the demands of society, first begins to interact with people of different age and social groups on a personal and business level, and thus receives the first attempts at effective socialization.

Therefore, his stay in the educational environment acquires a purposeful character, her capabilities are evaluated by the environment, her activity becomes socially significant. In an educational institution, a person first gets the opportunity to experience social success or failure, establishing causal relationships between success and certain personal qualities, types of behavior, ways of responding to situations. The state of social success is important at all stages of a person's life and in all areas of his life, but it acquires special importance at school age and in the educational environment, «because the saturation of school life with evaluative attributes has a significant impact on the self-actualization of the potential opportunities of a growing personality» (Kyrychenko, Necherda, 2020: 106).

That is why we considered it necessary to offer pupils and teachers of experimental institutions of general secondary education to submit their own definition of social successfulness. For this purpose, the method of incomplete sentences was implemented in the work with groups of respondents. The results of the survey showed that for elementary school pupils, social successfulness is mostly associated with pragmatism and individualism. According to the respondents' answers, social successfulness is material well-being; self-satisfaction; popularity; the opportunity to realize all your dreams; the presence of friends and like-minded people; family support; receiving prestigious things. Instead, for senior school pupils, social success is a successful career; favorite work; an interesting and unusual hobby; the opportunity to decide one's own destiny. Therefore, according to senior school pupils, social success depends to a greater extent on the individual, on his own ideals, motives and actions, and to a lesser extent on the influence of his environment.

We associate this difference in the perception of the phenomenon of social success between primary school pupils and senior school pupils with the socio-psychological characteristics of adolescence and young adulthood. Adolescence is the most active and at the same time the most difficult period of personality formation. Due to the dynamics and complexity of qualitative and quantitative changes in human development, this period is also called «critical». In adolescence, the individual does not yet have enough moral experience, so his moral beliefs are in an unstable state, selfishness in achieving his own interests, conflict, indifference to the needs of others and, at the same time, anxiety and vulnerability, at the same time, communication with peers and authority among them and

harmony in family relationships become more significant. At a young age, the formation of strategic and tactical life goals begins, the level of awareness of one's own responsibility for the immediate and distant consequences of one's actions and the desire for self-realization in the intimate and personal sphere, creative and substantive activities increases, aggressiveness and instability decrease, flexibility in relations with others becomes more pronounced.

The obtained survey data of teachers demonstrated that social successfulness is understood by them as recognition of a person by others; self-realization; material independence; the ability to influence others; high status in society. It should be noted that the method of incomplete sentences made it possible to obtain answers that testified to the connection of social success with personal happiness, professional categories, and social relations.

Since social successfulness in the respondents' perceptions is associated, first of all, with personality, we considered it appropriate to offer pupils and teachers a blitz survey «Portrait of a socially successful pupil». We grouped the obtained characteristics of a socially successful pupil into three categories: personal traits, «professional» qualities, and the ability to have productive social relationships. The answers of primary and senior school pupils were similar and indicated the preference for such personal traits as optimism, independence, sociability, activity, self-confidence and such «professional» pupil qualities as work ability, adequate self-esteem, non-conflict, the ability to find a favorite business, put and achieve goals. Regarding social relations, teenagers and young men in the majority of responses noted that a socially successful pupil has high authority among peers and mutual understanding with others.

The «Portrait» proposed by primary and senior school pupils has common features with the image of a socially successful pupil presented in the scientific studies of the Polish scientist Hildebrandt-Wypych. The researcher emphasizes that European youth understands a socially successful person as one who is aware of his own abilities and uses them to the maximum, has the motivation to be successful, knows how to set goals, and is also characterized by diligence and ability to work on the way to a self-determined goal (Hildebrandt-Wypych, 2011: 130).

In contrast to teenagers and young men, teachers considered a socially successful pupil who possesses such personal qualities as conscientiousness, caring, selflessness, tolerance, politeness, generosity, which testifies to the desire of teachers to see a socially successful pupil as a pro-social personality whose success is based on strict moral imperatives and involves long hard work for one's own good and the good of others and society. The «professional» qualities of a socially successful student, according to teachers, are discipline, responsibility, diligence. We are convinced that such an understanding of a socially successful pupil is caused, first of all, by the assessment practice of general secondary education institutions, in particular, by equating academic success and social success, an excellent pupil and a socially successful pupil, which contradicts the content of the phenomenon of social successfulness, its defining feature is the involvement of the individual in the system of productive social ties. Characterizing the social relationships of a socially successful pupil, most teachers noted his social activity, flexibility in interaction with adults and peers, and cooperation.

It should be noted that such a difference in «portraits of a socially successful pupil» between pupils and teachers is caused, in our opinion, by the difference in cultural values: in the younger generation, the «portrait» is formed on the basis of the latest social trends and social changes, in the adult generation – on the basis of the traditional educational environment approach to pupil success. That is why we consider it necessary to build an environment of success in the educational institution, taking into account the new socio-pedagogical paradigm of upbringing and the trends of the modern educational process.

According to the results of the theoretical analysis and the obtained empirical data, let's clarify the concept of «***pupil's social successfulness***» as a stable state of the pupil's personality based on positive thinking, which reflects the recognition of his achievements in the school team and the closest

social environment and the student's ability to perform various social roles, set and achieve educational and social goals, harmonizing the principles of rivalry and cooperation, personal and public interests in their activities.

Discussion. Therefore, the study of the phenomena of success and social successfulness is an urgent problem of modern psychological and pedagogical science. Note that in the world scientific discourse, scientists have paid sufficient attention to the origins of success and the mechanisms of its achievement, to the study of its determinants, conditions, objective and subjective indicators, features of the process of achieving success (Babyna, Yershova, 2010; Mykhailyshyn, Dovga, 2017; Rosiichuk, 2010; Geisler, Allwood, 2015; Greenaway, Kalokerinos, 2017).

At the same time, we note the insufficient number of domestic and foreign psychological and pedagogical studies dedicated to the content of the concept of «pupil's social successfulness». However, some aspects of this issue have been analyzed in our previous individual works and investigations in co-authorship, in particular, the stimulation of prosocial behavior as a strategy for the formation of social successfulness has been considered (Kyrychenko, Necherda, 2021), the basic provisions for the formation of a pupil's social success in the system of general secondary education have been outlined (Kyrychenko, Necherda, 2020), the problematic field of the formation of a socially successful personality of a teenager in a crisis society is indicated (Necherda, 2022 a), and scientific approaches to the formation of a student's social success are highlighted (Petrochko, Kyrychenko, Necherda, 2022) and effective technologies for the formation of social successfulness are highlighted (Necherda, 2021; Necherda, 2022 b).

The content analysis of the reports of experimental institutions of general secondary education of the laboratory of physical development and healthy lifestyle of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine proved the importance of partnership interaction between educational institutions and public organizations in the development of the qualities and competencies of a socially successful pupil personality: the participation of primary and senior school pupils in the activities of public organizations promotes their interest in the problem of social success, better adaptability of teenagers and young men in the environment of peers, increasing the level of social activity and social responsibility of pupils, increasing their attention to self-development and finding their place in life and striving for self-realization.

It should be noted that the American scientist Cantwell emphasizes the significant responsibility of educational institutions and their social partners in shaping the social success of students and emphasizes the systemic nature of this problem, its solution should involve all the resources of the educational environment and the community, which will allow a comprehensive approach to the development necessary for social success qualities, abilities and skills of the pupil (Cantwell, 2018: 8). Kazakhstani scientists also insist that this problem is not an individual problem of a growing personality, and cite the conclusions of an empirical study, according to it pupils consider self-confidence and perseverance in achieving a goal to be the leading qualities of a socially successful person, while the respondents emphasized much less on the importance of effective communication, tolerance and flexibility for the formation of a socially successful personality (Absatova, Ussenova, Seitenova, Nurpeissova, Goncharov, 2016: 1445). In the conclusions of the research, Kazakh scientists noted the expediency of implementing those forms and methods of working with pupils that would contribute to the formation of their social activity, mobility in various situations of social interaction, skills of cooperation and conflict resolution.

Agreeing with this scientific position, we note the importance of developing such a skill of a socially successful personality as proactivity, because socially successful people «direct their energy to what is under their influence, which expands their opportunities to achieve success in the chosen field of activity» (Kovi, 2012: 86). «To be proactive means that a person has realized his deep values and goals, acts according to his life principles, regardless of conditions and circumstances, freely disposes of freedom of choice, is effective in achieving success, responsible for his own life, his mood, his achievements and mistakes» (Petrochko, Kyrychenko, Necherda, 2022: 199).

We agree with the scientific views of the Polish researcher Klimkowska, who insists on the importance of concrete results of human achievements in a certain field of activity in understanding the phenomenon of social successfulness (Klimkowska, 2012: 33). There is a unanimous opinion of Swedish scientists, who emphasize that only a person who is competent in decision-making and able to bear responsibility for their results can be socially successful (Geisler, Allwood, 2015), precisely the specific results of the activities of domestic scientists (Borovynska, 2020: 71; Kozmenko, 2020: 42) consider a significant factor in a person's obtaining a high social status and his transition to a new level of self-improvement. The desire for self-improvement and a person's ability to self-develop are defining characteristics of a socially successful personality, according to the scientific position of scientists of the Philippines (Garsia, 2019). The necessity of education and self-education in the formation of a socially successful personality is emphasized by Swedish researchers (Osman, Ydhag, Månsson, 2021). Summarizing the abovementioned, we note that the problem of success in the focus of the pupil's personality is being more thoroughly rethought every year in the research of domestic and foreign scientists and currently intersects with a number of psychological and pedagogical categories.

Conclusions. Based on the results obtained during the research, we came to conclusions concerning the importance of the problem of success and social successfulness in the formation of the personality of a modern primary and senior school pupil. In the conditions of the educational environment of a general secondary education institution, it is quite possible to create conditions that promote the emergence of a successful personality, to create a platform for its successful social start. In our opinion, the implementation of personally oriented and acmeological approaches to the education of pupils, as well as the development of methodical and technological support for the formation of social success of pupils in institutions of general secondary education, will contribute to the solution of this task. The prospects for further research in this direction are the creation of a structural and functional model of educating a socially successful personality of a primary and senior school pupil.

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