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**FORMATION OF A SUCCESSFUL PERSONALITY
OF A MODERN STUDENT IN THE CONTEXT
OF THE EDUCATIONAL SYSTEM OF A. MAKARENKO**

**ФОРМУВАННЯ УСПІШНОЇ ОСОБИСТОСТІ СУЧАСНОГО
УЧНЯ У КОНТЕКСТІ ВИХОВНОЇ СИСТЕМИ А. МАКАРЕНКА**

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Recently, the concept of "successful personality" has entered both in our everyday life and the conceptual apparatus of psychological and pedagogical science. The attention of domestic scientists to the phenomenon of success is primarily caused by the integration of Ukrainian education into the European educational space, which actualized the problem of forming a successful personality capable of self-development in accordance with one's own preferences and abilities, revealing personal potential, value-meaning self-determination, pro-social self-realization and achieving life success. In addition, we note that the term "success" to denote the characteristics of human activity is now actively used in the speech culture not only of adults, but also of teenagers and young people. Today, "success" is one of the most used concepts in the student environment, and successfulness is one of the most desirable values of the younger generation.

That is why the urgent task of the institution of general secondary education is the formation of a successful personality of the pupil. This task correlates with the goals of education outlined in the Concept of the New Ukrainian School, according to it a modern pupil should be "comprehensively developed, with an active life position, critical thinking,

an innovator, able to compete in the labor market, learn throughout life, change the world around" [2, p. 6]. We believe that the solution of this task will be facilitated by the understanding and implementation of innovative pedagogical methods and methodical reflection of the classical pedagogical heritage, in particular, the creative work of A. Makarenko.

In our opinion, the value of A. Makarenko's educational system for the theory and practice of forming a successful personality of a modern pupil lies in its personal orientation and humanistic character. The basis of the methodology of an outstanding teacher is the collective that educates. Members of this collective, children and teenagers, are connected by common household and business tasks and friendly relations. Such cooperation opens opportunities for each pupil to realize his advantages and disadvantages, to be ready to make decisions and make commitments, to be responsible for himself and for others in the common cause, to trust and respect others, to be kind to others and, depending on the results, to get own status in the collective. We agree with researcher S. Vitvytska that A. Makarenko "was the first in world practice to develop and convincingly implement a system for managing the process of individual socialization" [3, p. 8].

A. Makarenko attached great importance to the respect for the individual and, at the same time, the demands on it, the development of his life competencies. That is why in his pedagogical practice, the teacher directed his efforts to the organization of a democratic and comfortable environment for the successful self-realization of pupils, its main tasks were to identify the abilities of pupils, protect their rights and freedoms, stimulate their aspirations for self-improvement, and create conditions for the development of decency, politeness, and conscientiousness, sensitivity, tolerance, and pupils' acquisition of moral behavior experience. We agree with the scientific position of the scientist I. Dziubenko that "the great teacher A. Makarenko, like no one else, categorically raised the issue of the moral face of the individual, his humanistic principles, civic purposefulness, which are able to cause new civic traits in a person, to realize a sense of duty in front of the collective" [1, p. 67]. Pupil self-government involved all its members in managing the affairs of the collective, and each of them could test himself in the role of a leader. Nowadays, pupil self-government as a kind of model of adult life contributes to the formation of mobility, initiative, discipline, self-control, creativity, and assertiveness of pupils, which are necessary for life and social success.

In his researches, A. Makarenko emphasizes the need for labor education. During the time of A. Makarenko, the country was half-ruined,

teenagers were involved in adult types of work, and work in the commune had an industrial character. However, according to the teacher, work should not turn into autonomous mechanical action. The teacher considered the most useful for the development of a growing personality to be the work aimed at helping others or society, the work that creates favorable conditions for the pupils' interiorization of socially significant norms and values, the formation of social experience. Therefore, according to A. Makarenko, labor education involves the involvement of pupils in productive work outside the conditions of production. This kind of work, from the teacher's point of view, contributes to the pupils' interest in the positive result of their actions, the formation of plans and perspectives for the future, the development of ethical ideas and the understanding of the meaning of life.

Currently, this approach of A. Makarenko to the education of the younger generation has not lost its relevance, at the same time, social activity, social initiative and selfless social service have become more significant for the development of pupils. In modern practices of forming a successful personality in institutions of general secondary education, the participation of children and adolescents in prosocial activities contributes to the development of such qualities as capacity for work, responsibility, purposefulness, perseverance, empathy, and the skills of effective communication, cooperation, and leadership, which helps teachers inhibit antisocial behavioral tendencies of students and form the self-awareness of a mature personality capable of accepting life challenges, constructively solve difficult life situations, project the future at the level of meaning and goal setting, be competitive and act successfully in various life situations, master new social roles and effectively adapt in society.

Therefore, the pedagogical legacy of A. Makarenko, in particular, his understanding of the socialization of the individual, has important theoretical and practical significance for the formation of a successful personality of a pupil in the educational environment of a general secondary education institution. We are convinced that in the conditions of a crisis society, when there is a growing need for a mature, creatively active personality, focused on positive self-realization, significant life successes and responsibility for choosing and implementing one's own life path, the educational system of A. Makarenko requires a critical rethinking, a new reading and addition of the latest scientific achievements.

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