THEORY AND METHODS
OF FORMING A SUCCESSFUL PUPIL'S PERSONALITY

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Summary

The article is dedicated to the theory and methods of forming a successful personality of a pupil. The tasks of the research are the generalization of theoretical data regarding the problem of forming a successful personality of a pupil and highlighting the methodical foundations of the formation of a successful personality in an institution of general secondary education.

In the research process, methodological approaches were applied in the formation of a successful personality of the pupil – personally oriented, acmeological, axiological, environmental, systemic, competency-based, as well as the following methods – theoretical (analysis, comparison and reinterpretation of data) and empirical (event analysis).

The author specified the essence of the concepts "pupil's successfulness", "successful personality of a pupil", "formation of a successful personality of a pupil", considered the readiness of the teacher to form a successful personality of a pupil, determined the principles of working with pupils, their application ensures the achievement of high educational results and self-realization of pupils.

The proposed research also indicated the importance of building an environment of success in the educational institution, which contributes to the effectiveness of the formation of a successful personality of a pupil, revealed the pedagogical potential of the situation of success, emphasized the necessity to create a safe educational environment, emphasized the feasibility of partnership interaction of general secondary education institutions with non-governmental organizations in the formation successful personality of a pupil.

Key words: success, teacher's readiness, situation of success, safe educational environment, partnership interaction.

1. Introduction

The ideal of modern education is a person with a flexible mind, creative and mobile, with developed communication skills, able to independently overcome the problems of everyday life, consciously treat the choice of ways of their own life, and take an active part in the development of civil society and the state. These guidelines correlate with the goals of education outlined in the Concept of the New Ukrainian School, according to them its graduate must be a successful individual, an innovator and a patriot with an active life position, who respects human dignity and rights, acts in accordance with moral and ethical principles, and is able to make responsible decisions and to combine the pursuit of personal well-being and profitless social service.

Therefore, ***the purpose*** of our article is to research the problem of forming a successful personality of a pupil in modern pedagogical theory and methods of forming a successful personality of a pupil. Accordingly, our ***tasks*** are to generalize theoretical data concerning

the problem of forming a successful personality of a pupil and to clarify the key concepts of the research "pupil's successfulness", "successful personality of a pupil", "formation of a successful personality of a pupil", as well as to highlight the methodical foundations of the formation of a successful personality of a pupil. ***The logical structure of the research***, in our opinion, is its division into such key elements as introduction; elucidation of the theoretical aspects of the formation of a successful personality of a pupil; coverage of the methodical principles of the formation of a successful personality in a general secondary education institution; conclusions.

The research methodology was the following approaches to the formation of a successful personality of a pupil: ***a personally oriented approach***, which involves taking into account the individual characteristics of a pupil for the full manifestation of his potential; ***an acmeological approach***, which promotes self-actualization and self-identification of a pupil and comprehensive development of his personality; ***an axiological approach*** that provides awareness and an emotionally positive attitude towards success as a value; ***a systemic approach***, which is manifested in the creation in the educational institution of a holistic system of educating a successful personality of a pupil based on the continuity and sequence of educational influences; ***an environmental approach***, its basis is specially organized activity in a general secondary education institution with the aim of creating an environment of success in it; ***a competency-based approach*** aimed at creating situations of success, with their assistance pupil develops the competencies necessary for success and the development of a pupil as a creator and designer of his own life.

The research uses ***theoretical methods*** (system-structural analysis of domestic and foreign psychological and pedagogical sources concerning the problem of forming a successful personality of a pupil, generalization, comparison and reinterpretation of the obtained data) and ***empirical method*** (event analysis of educational practice).

2. Theoretical aspects of forming a successful pupil's personality

The categories of success and successfulness find their deployment in most fields of modern scientific knowledge. They are the subject of research of sociologists, philosophers, psychologists, and teachers. According to the statements of representatives of psychological and pedagogical science, success is the result of a one-time action to achieve a set goal; instead, successfulness is a dynamic process of human activity aimed at permanently obtaining successful results. The main conceptual positions of modern pedagogy of success, which involve the use of an individual approach in interaction with pupils of general secondary education institutions, are highlighted in the works of Academician Bekh *(Bekh, 2014; Bekh, 2020)*.

It should be noted that in modern psychological and pedagogical science, successfulness is a rather individual concept that is quite difficult to define clearly, as it is related to an individual value system and can cause various associations. However, the common scientific position of the researchers is that it is their own ideas regarding success that influence a person's self-awareness, his attitudes, life plans, self-development, and therefore, form a personality.

Reflection of psychological and pedagogical sources made it possible to conclude that successfulness is defined as:

– a concept derived from the word "success", in the understanding of a person's achievements in a certain field of activity, associated with high rates of self-development, good results in education or professional activity, certain fulfilled obligations *(Ulug, Ozden, Eryilmaz, 2011: 739)*;

– a quality belonging to an individual who has achieved success in the process of learning and upbringing *(Satterlee, Matuska, 2018: 20)*;

– a special orientation of the individual who is aware of the value of success and has a characteristic motivation for success and the skills of self-control and effective communication *(Sørlie, Hagen, Nordahl, 2021: 870)*;

– a stable positive state of the individual, which characterizes the inclusion of the individual in his socializing activities to achieve social statuses and connections *(Göncz, 2017: 77)*;

– a product of human activity obtained in the process of social-communicative interaction and various socio-cultural tests *(Effective Leadership, 2020)*;

– personality quality, which reflects a stable dynamic system of the individual's experiences of his achievements in accordance with the self-esteem of the individual and his level of demands *(Darii, 2019: 184)*;

– a socio-psychological phenomenon that reflects the result-evaluative aspect of a person's social activity *(Karimova, 2019: 66)*;

– a feature of the individual that allows him to be fully included in the system of social connections and relationships and contributes to the acquisition of the necessary status for him *(Corcoran, O'Flaherty, 2016)*;

– the quality of the personality, which is formed thanks to the joint efforts of the teacher and pupil in the educational environment *(Danciua, 2011: 2208)*;

– a set of objective qualities of a person (social activity, social adaptability and social mobility) and his subjective qualities, in particular, self-respect, self-confidence, adequate self-esteem and motivation to be successful *(Kaya, 2018: 13)*;

– stable characteristics of the personality, its individual quality standard and social assessment *(National Middle, 2010)*;

– the result of achieving a real goal defined in a certain way in the material or spiritual plane, which is highly valued objectively and subjectively and has social approval *(Dumitru, 2015: 551)*;

– a complex phenomenon that is at the same time a subjective assessment of a person and his objective achievements and depends on the self-assessment of the level of success, the assessment of the individual's successfulness by others and the real successes of a person *(Chunkenova, Ybyraimzhanov, Yelubayeva, Turkmenbayev, Bakradenova, 2021: 4588)*.

Therefore, based on the results of the theoretical analysis, we consider it appropriate to clarify the concept of ***"pupil's successfulness"*** as a stable state of the pupils' personality based on positive thinking and lifestyle, which reflects his ability to achieve his goals, fully fulfill his duties and have a subjective and objective recognition of one's achievements in the school team and the immediate environment.

Hence, as ***"successful personality of a pupil"*** we understand such a characteristic of the pupil's personality, which is manifested in the pupil's awareness of the value of the phenomenon of success, the desire and ability to realize his own resource capabilities, the pupil's focus on productive social relationships, which provides him with a high subjective assessment of his own achievements and their positive approval by others.

The characteristics of a successful personality are: "the ability to achieve significant results and goals, plan, communicate effectively with people, profess a philosophy of positive perception of life, the ability to make the right decisions, use or "feel" the moment, take reasonable risks, etc. *(Snizhko, 2009: 180)*. Taking into account these characteristics, the formation of a successful personality in institutions of general secondary education should

be based on self-determination and self-improvement of the student and be oriented on the socio-psychological characteristics of his age. That is why *the goal of forming a successful personality of a pupil* is to promote the self-realization of the growing personality and its adoption of vital decisions, assistance in the constructive resolution of difficult life situations and conscious choice of its own model of success.

"Formation of a successful personality of a pupil" in the educational environment of a general secondary education institution is a long-term process of implementing coordinated educational influences on the personality, which ensure achieving by him a success. They are implemented during the introduction of innovative methods and technologies that allow "creating an environment of success in an educational institution, encourage pupils to look for ways to their own success in an inseparable connection with social well-being and acquire individual experience of success" *(Necherda, Kyrychenko, 2022: 253)*. It should be noted that the process of forming a successful personality of a pupil has certain prerequisites and peculiarities of its course, which are determined by a variety of factors that determine this process. At the same time, the psychological attitude of a pupil to be successful, his ability to manage his emotional and volitional state, and the desire to develop harmoniously, become especially important.

We are convinced that optimization of the process of forming a successful personality of a pupil is possible only under the conditions of organized pedagogical activity in institutions of general secondary education; therefore, the practice of forming a successful personality of a pupil requires the readiness of psychological and pedagogical teams to solve related tasks.

Modern researchers note that the readiness of a teacher to perform a certain type of activity presupposes both his professional knowledge, abilities and skills, as well as pedagogical qualities, in particular, professional memory and thinking, attentiveness, work capacity, emotionality, empathy, which in general ensures the successful performance of professional functions *(Kyrychenko, Yezhova, Necherda, Tarasova, Homych, 2016)*.

The fact that "the formation of a personality depends on those moral values that are embedded in the educational paradigm does not need proof. That is why it is extremely important that higher spiritual values dominate domestic education, and upbringing is aimed at the development of an independent, free and humane personality" *(Vrait, Kadiievska, 2022: 45)*. In this regard, academician Bekh notes: "The scientific and spiritual superiority of the teacher should be the starting point in his personal and professional identity" *(Bekh, 2014: 13)*.

We consider *the readiness of the teacher to form a successful personality of a pupil* as a complex of knowledge, motives, personal qualities, abilities and skills of the teacher, which ensure the effectiveness of the process of forming a successful personality of the pupil of education.

We consider it expedient to structure the teacher's readiness to form a successful personality of a pupil into *three components*, namely: *motivational* (the desire for self-improvement, receptiveness to new things, the desire for self-knowledge, conviction in the need for the formation of a successful personality of a pupil and the involvement of social partners in this process), *cognitive* (the presence of systemic knowledge of the phenomenon of successfulness and the features of the formation of a successful personality of a pupil, awareness of innovative technologies, forms and methods of working with pupils, creativity and originality of thinking), *procedural* (possession of professional skills and abilities of the formation of a successful personality, self-correction, self-analysis, initiative, organization of joint creative activity in the teaching staff, the ability to assess the effectiveness of achieving the results of forming a successful personality of a pupil).

In our opinion, the professional growth of teachers, their successful implementation of innovations in the educational process of an educational institution takes place more effectively in cooperation with partners from local communities, state academic institutions, non-governmental organizations of various directions, thanks to this factor all subjects of education are involved in interesting and socially significant activities process. At the same time, we are convinced that in today's crisis conditions, not only the combination of classical pedagogical heritage and innovative pedagogical technologies, but also "skillful tracking and use of trends in social and personal development, turning them into effective tools of educational influence" *(Petrochko, Kyrychenko, Necherda, 2022: 200)* will contribute to the readiness of teachers to form a successful personality of a pupil.

Therefore, an important condition for the educational institution to fulfill the tasks of forming a successful personality of a pupil is the readiness and professional competence of the teaching staff in organizing a favorable educational environment that unites all participants in the educational process to achieve a common goal. We agree with the scientific position of researchers Vrait and Kadiievska that "education is not just educational services; it is a sacred process of spiritual exchange and mutual enrichment. A true teacher should be an educator, an intellectual and a good moral example for his students. He is designed to inspire and motivate its listeners, to arouse their genuine interest" *(Vrait, Kadiievska, 2022: 46)*.

There is a unanimous opinion of American scientists who emphasize that a modern teacher must be a leader, motivator and a good organizer at the same time *(Effective Leadership, 2020)*, because it is with his assistance that models of behavior, examples of social norms and values are learned in an educational institution *(Göncz, 2017: 79)*.

As other American researchers point out, "an indispensable prerequisite for pupils to be motivated for successful activities in the future and for them to achieve certain practical successful results is their complicity in the learning process, when pupils and teachers become equal partners in the process of mastering certain knowledge and skills, and pupils are assigned a more active role" *(Satterlee, Matuska, 2018: 20)*.

At the same time, it is necessary that the teacher knows how to "be attentive and grateful, show interest in the thoughts and aspirations of pupils, support them during failures and rejoice them in their successes and thereby stimulate pupils to new achievements and contribute to their success in the educational environment and society *(Ulug, Ozden, Eryilmaz, 2011: 739)*. Only in this case, the pupils' aspirations and life ideals will be formed under the influence of the teacher's personality, which will become the driving force of pupils' achievements both in the institution of general secondary education and in various areas of extracurricular activities, and at the same time a role model.

3. Methodical principles of the formation
of a successful personality in an institution of general secondary education

As it was mentioned above, the formation of a successful personality of a pupil takes place, first, in an educational institution in the process of mastering knowledge. Academic success is a source of a pupil's inner strength, which generates energy for him to overcome difficulties on the way to success, makes him want to learn and improve. This involves the organization of such educational process, which creates conditions for achieving high academic results and self-realization of all pupils as subjects of the educational process, in particular, the application of the following ***principles of working with pupils***.

1. Emphasis on one key idea of the proposed material. For a pupil's success in learning, his memory plays a significant role. And its characteristic, first of all, to preserve the essence of anything that it encounters. The details of an event, lesson, or text are recovered only when the meaning is mentioned. That is why it is necessary to first focus on the key idea of the lesson, which will later be "overgrown" with details.

2. Structuring information into small content blocks. The teacher should not forget how big the gap is between his knowledge and experience and the capabilities of pupil who are mastering a certain material for the first time. To improve the process of assimilation of information, it should be presented "portionally", alternating small blocks of content with rest. Ideally, no more than 10 minutes should be spent on presenting one idea *(Danciua, 2011)*, during this time, it is necessary to formulate a specific thesis, explain its content and pay attention to details.

3. Do not make a pupil "Julius Caesar". Success is possible only under conditions of single tasking to focus on the problem of the lesson and high-quality processing of information. In order to improve educational results, it is necessary to create such conditions for pupils, under which the influence of factors that can distract from the main goal is minimized.

4. The eternal relevance of the old saying "Repetitio est mater studiorum". Repetition is important for learning success because memory is not permanent. To strengthen knowledge, it is desirable to periodically repeat certain topics, returning to the same material taking into account the progress of pupils (it is best – several times during the day, after a few days and after a few months). The number of repetitions and the interval between them are critical for the transition from short-term memory to long-term memory.

5. Encouraging innate curiosity. School age is the age of researchers from birth. The insatiable curiosity of a growing individual, his desire to try new types of activities, analyze the properties of objects, learn about the world around him, experiment, "test" the environment, and get pleasure from self-made discoveries must necessarily find support from the teacher. Encouraging pupils' aspirations to knowledge will allow them to gain the first experiences of success.

6. Focus on the student's interest and the emotional component of the educational material. One of the secrets of high academic success is attentiveness. It is inextricably linked with interest in the content of the material being mastered. If the information contains interesting facts, impressive messages, is presented in an unusual way for the pupil, attention to it increases, and the information is better "encoded" for storage in memory. In addition, in an average lesson, a pupil can lose interest already 10 minutes after it begins *(Corcoran, O'Flaherty, 2016)*, so it is desirable to attract the attention of pupils with emotionally significant stimulus related to the topic of the lesson – interesting news, telling practical an example, a topical story about a lesson problem, or even just a joke.

7. Multisensory environment as a key to more successful assimilation of information. Information is assimilated and remembered better, the more senses are involved in the learning process. Scientists believe that a progressive teacher should focus his activities on the use of memory and attention stimulants such as taste, smell, touch, etc., along with traditional methods of presenting material. However, so far the most common in the practice of a modern teacher is the combination of pupils' visual and auditory abilities. That is why one of the effective means of improving educational success today is the use of the possibilities of a multi-sensory environment, in it information is presented not only verbally, but also in a visual form, for example, with the help of animation, videos in particular. In this regard, such methods of forming a successful personality as infographics and scribing, photo-video technologies, as well as various devices can be useful to the teacher *(Necherda, Kyrychenko, 2019)*.

8. Promoting the development of self-education skills in the process of mastering knowledge. Self-education of pupils in the conditions of restrictions caused by the COVID-19 pandemic, as well as the circumstances associated with the introduction of martial law in Ukraine, becomes one of the important forms of education, which requires the pupil to independently develop the qualities and skills of a successful personality, in particular, creativity in solving educational problems and choosing education methods, variability in shaping the trajectory of personal growth, self-control of one's educational activity, self-reflection of one's own achievements and failures, and from the teacher – timely assistance to the pupil and taking into account the dependence of the modern generation of pupils on various types of gadgets, as well as the peculiarities of their work with information, the selection and generalization of which is faster and easier for them using not books, but Internet resources.

Therefore, "a modern educational institution should focus on the creation of a cloud-oriented educational environment, which will take into account the needs and peculiarities of the use of information and computer technologies of all subjects of the educational process, in particular, the creation of electronic content using modern web services and software applications" *(Yandola, Babych, 2021: 184)* and will become one of the defining characteristics of a successful environment.

Note that in the practice of general secondary education institutions, there is still a danger of equating academic success with success in life and society, the identity of an excellent pupil and a successful individual, which contradicts the very essence of the phenomenon of success, its defining features are the involvement of the individual in the system of productive social ties and relationships, its effective socialization and its achievement of significant statuses. That is why the effectiveness in forming a successful personality of a pupil will be facilitated by the development of *an environment of success* in the educational institution, which requires compliance with the following conditions.

a) Creation of "success situations". One of the defining features of a comfortable educational environment for a pupil, which contributes to his self-improvement, self-determination and self-realization, is the creation of situations of success. As a psychological and pedagogical phenomenon, *the situation of success* is an organized set of actions of participants in the educational process and factors of the educational environment that ensure success – significant results of solving certain tasks *(Chunkenova, Ybyraimzhanov, Yelubayeva, Turkmenbayev, Bakradenova, 2021; Karimova, 2019)*.

In the practice of general secondary education institutions, *creating a situation of success* is actually a simulation of a certain situation, during it a pupil (a group of pupils, a team) has the opportunity to experience the emotions associated with success and gain a positive experience of success. "Living" and "experiencing" successful situations by pupils contributes to: increasing pupils' motivation to be successful; stimulating the work capacity of pupils and their self-improvement skills; correction of those personal traits of pupils that hinder success, in particular, anxiety, isolation, insecurity, irresponsibility, low self-esteem; development of qualities necessary for achieving life and social success, namely, discipline, purposefulness, activity, creativity, initiative.

Turkish scientists note the importance for pupils of the long-term perspective of a situation of success, when it, together with positive emotions from overcoming difficulties and obtaining a result, forms an awareness of an insufficiently high level of knowledge and skills necessary for future achievements, and a persistent need for self-discovery and self-education *(Kaya, 2018: 16)*. Agreeing with this scientific position, we note that *the situation of success* becomes for pupil a point of reference for establishing a harmonious interaction with adults

and peers, hardening the character, forming the ability to counteract the negative factors of the surrounding world, increasing vitality, a kind of starting mechanism for further comprehensive development of the personality.

According to the results of the event analysis of the educational practice of educational institutions, ***while creating a situation of success, it is necessary to***: find strong individual sides in the pupil and, taking this into account, project his personal development; determine the types of activities where this pupil's success is real; to offer difficult and at the same time achievable tasks for this particular pupil; evaluate his activity without comparing it with other pupils; to be able to "numb" the lack of success in solving a certain task by focusing on successful actions in the process of its implementation; promote success with dosed assistance and moral support; use opportunities for partner interaction with the pupil's family, in particular, discuss algorithms for creating situations of success in a family environment; encourage the pupil to form adequate self-esteem and self-education; stimulate the pupil's motivation to be successful.

b) Development of a safe educational environment. The problem of pupils' security in the educational environment is a necessary condition for the growth of a successful personality. That is why the implementation of the tasks of creating an environment of success is based on the priority of physical and psychological comfort and safety of the educational environment, the free development of the unique individuality of the pupil, the satisfaction of his intellectual, psycho-emotional and social needs, ensuring his rights and freedoms, which ultimately assists the pupil to get a positive experience of success.

A characteristic feature of a safe educational environment is "the impossibility of harassment, bullying, segregation, violence, suicide among participants in the educational process" *(Honchar, 2022: 244)*, along with the fact that, as academician Bekh emphasizes, an important role is played by pupils' trust in the teacher, his benevolence, the absence of double moral standards and a stable personal position *(Bekh, 2020: 20)*.

The Code of Safe Educational Environment *(Tsiuman, Boichuk, 2018)* is an effective tool for strengthening the safety of life activities of an educational institution, its provisions must meet the following requirements: adhere to the principles of current legislation; to regulate all areas of activity of the educational institution related to the rights of the individual to safety; be concise and understandable for all participants of the educational process; be focused on the application of innovative pedagogical methods and technologies, which will contribute to the transformation of the educational institution into an institution of a new formation, its comprehensive characteristic will be friendliness to the participant of the educational process, his physical, psychological, informational and social security.

c) Interaction of the educational institution and social partners. We are convinced that the formation of a successful personality of a pupil takes place more systematically and fully due to the establishment of a system of partnership interaction with non-governmental organizations, mainly those that work according to the principle of "peer-to-peer education", according to it pupils take an active part in working with their peers ("International School of Equal Opportunities", "All-Ukrainian League of Horting History and Culture", "League of Human Development") *(Kyrychenko, Necherda, 2022)*.

The basic principle of social partnership is communication, constructive interaction and cooperation of teachers, students, parents and members of public organizations united by common goals and aspirations, who "are voluntary and interested stakeholders, equal participants in the educational process, responsible for the result" *(Virsta, Zhalko, 2021: 133)*. Romanian researchers emphasize the importance of partnership interaction of all participants in the educational process, their constructive cooperation in creating an environment of success *(Dumitru, 2015: 551)*.

The event analysis of educational practice allowed us to conclude that partnership interaction with non-governmental organizations helps educational institutions in the formation of new principles and approaches to the organization of the educational process. For pupils, cooperation with non-governmental organizations in the role of activists, volunteers, event participants is a powerful socializing factor, as they participate in the discussion and resolution of various difficult life situations for them, activate the processes of reflection and self-control, understand the importance of responsibility and organizational skills, get the opportunity to internalize socially significant norms and values and develop the qualities and skills necessary for life and social success.

4. Conclusions

Therefore, the formation of a successful personality of a pupil is an urgent problem of modern psychological and pedagogical science. Solving the tasks of educating a successful personality with innovative thinking and behavior, capable of cognitive activity, self-identification and effective socialization is of great importance in the modern socio-cultural situation, its requirements are to increase the level of competitiveness of specialists and the constant improvement of the personal and professional qualities of a growing personality as a future social leader. Addressing the mentioned problem in the educational environment of institutions of general secondary education will contribute to the desire of pupils to become successful not only in the educational institution, but also outside it, and, most importantly, will serve the formation of pupils' faith in their own success.

Prospects for further research in this direction are related to the creation of practice-oriented models and mechanisms for shaping the life success of pupils of general secondary education institutions. Our priority tasks will be the research of vitality and life optimism as significant phenomena of human social existence and at the same time important conditions for the formation of a successful personality in life; the research of relationships between the formation of the value-meaning basis of pupils' own life activities and their success in life, as well as the development of scientific and methodical support for the process of forming the life success of pupils in the post-war society.

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