

PEDAGOGICAL TECHNOLOGIES OF FORMATION OF SOCIALLY SUCCESSFUL PERSONALITY OF PRIMARY AND SECONDARY SCHOOL PUPILS

Valeriia Necherda

Ph.D., Senior Researcher, Institute of Problems on Education
of the National Academy of Educational Sciences of Ukraine, Ukraine
e-mail: necherda@gmail.com, orcid.org/0000-0003-2571-5785

Summary

The article is dedicated to the problem of pedagogical technologies implemented in general secondary education institutions in the practice of forming a socially successful personality of a pupil. The objectives of the research are to summarize data on this problem, highlight the pedagogical potential of the most effective technologies and their successful implementation in working with primary and secondary school pupils. The research applied theoretical and methodological approaches in the formation of socially successful personality – axiological, acmeological, environmental, competence, design and technological, as well as the following methods – theoretical (analysis, comparison and reinterpretation of data) and empirical (event analysis).

The author clarifies the essence of the concepts of "social successfulness", "socially successful personality of a pupil", "technology of forming socially successful personality of a pupil", revealed the pedagogical potential of art technologies in the formation of socially successful personality of a pupil, in particular, theater technology, outlined the defining characteristics of training, play, project technologies, "case-study" technologies and the experience of implementation of these technologies is presented.

The proposed research highlights the importance of partnership between general secondary education institutions and families of pupils, focuses on the qualities and competencies of pupil's necessary for social success, which are developed in educational institutions using these pedagogical technologies. Based on the obtained results, the important role of pedagogical technologies in the formation of socially successful personality of primary and secondary school pupils is proved.

Keywords: socialization, theater and play activities, art therapy, interactive methods, partnership, case study, project, success situation.

DOI <https://doi.org/10.23856/5113>

1. Introduction

The current socio-cultural situation is characterized by increasing attention to the individual with an active life position, socially competent with a varied way of thinking, flexible in various scenarios of changing reality and at the same time ready to take responsibility for their own life trajectory. Informatization and technologies, which have become one of the main features of social development of the XXI century, contribute to the effective socialization of man and his formation as a socially successful person. Education has an undeniable influence on the processes of socialization and the formation of a socially successful personality and uses a variety of pedagogical technologies. In general secondary education institutions, the practice

of forming a socially successful personality involves the introduction of such pedagogical technologies aimed at both self-improvement of s and the development of knowledge and skills necessary for them to take place in society.

Therefore, the **purpose** of our research is to highlight the most effective pedagogical technologies for the formation of socially successful personality of primary and secondary school pupil of general secondary education. Accordingly, our **tasks** are to summarize data concerning the problem of technologies for the formation of socially successful personality of a pupil, clarify the pedagogical potential of these technologies and present their successful implementation in the practice of socially successful personality of a pupil. **The logical structure** of the research, in our opinion, is its division into such key elements as: introduction; theoretical substantiation of the research problem; highlighting the pedagogical potential of art technologies in the formation of socially successful personality with a more detailed description of theatrical technology, in particular, the use of certain theatrical genres in working with pupils; methodological features and results of the introduction of the most popular technologies in educational institutions – design, training and games, as well as "case-study" technology; conclusions.

The methodology of the research was the following theoretical and methodological approaches, which are based on content and technological guidelines for the formation of socially successful personality of a pupil: **axiological approach**, which determines the internalization of socio-cultural values; **acmeological approach** that promotes the holistic comprehensive development of the pupil's personality, self-actualization, the pursuit of self-realization and self-improvement; **environmental approach**, which is based on specially organized activities in the educational environment as a system of educational influences; **competency approach** with its assistance pupil acquires a holistic experience of performing various social roles; **project-technological approach**, which allows to elaborate relevant instrumental support for the process of forming a socially successful personality of primary and secondary school pupils.

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

2. Theoretical substantiation of the problem of technologies of formation of socially successful personality of the pupil

Social successfulness is a systemic phenomenon characterized by a positive assessment of society, the presence of qualities and skills necessary for self-realization and constant human self-development. In the context of our study, we consider **social successfulness** as one of the social parameters of man, which is a stable, based on positive thinking and lifestyle personality, which reflects its inclusion in the system of social ties and relationships and contributes to its effective socialization and achievement. socially significant statuses. Therefore, we understand **the socially successful personality of the pupil** as having basic knowledge concerning the phenomenon of social success and awareness of its value, characterized by active life position, desire for knowledge and desire to influence social processes, skills and abilities to perform various social roles, ability to self-development and social activity.

Elementary and senior school pupils are important target groups in the formation of qualities and competencies of socially successful personality, because it is in adolescence and

youth age there is a need to understand themselves, the meaning of life, there is a problem of choosing a profession, there is a desire to assert themselves to separate and master the norms of adult life, as well as strengthen their own beliefs and self-confidence. That is why the issue of social success is one of the key aspects of personal development of primary and secondary school pupils. Research of the problem of forming a socially successful personality of a modern pupil is necessary to find ways and means of personalization, positive approaches of adolescents and young people to solve their problems and a constructive attitude to reality. In the process of forming a socially successful personality of primary and secondary school pupils, educational institutions use various pedagogical technologies.

Today, **technology** is understood by scientists as a kind of human skill, as a certain algorithm with its assistance the planned result is obtained. According to the scientist Sysoeva, any pedagogical technology "must meet such criteria of manufacturability as systematicity – compliance with the characteristics of the system: integrity, interconnection of all parts, the logic of the process; conceptuality – reliance on a scientific concept that provides a rationale for achieving the goals of the educational process; reproducibility – the possibility of re-application of pedagogical technology; controllability – variation of methods of management of educational process, its step-by-step diagnostics, correction of results; efficiency – ensuring the achievement of results" (Sysoieva, 2006: 130). In modern psychological and pedagogical science there are many interpretations of the concept of "pedagogical technology", which combines the definition of its purpose – to increase the efficiency of the educational process and guaranteed achievement of pupils' planned results. We understand **the technologies of formation of socially successful personality of a pupil** as a system set of methodological approaches, forms, methods, means and techniques of educational activities, the sequence of which in general secondary education provides the pupil with the development of necessary qualities and competencies of socially successful personality.

The main methodological innovations today are related to the use of **interactive technologies**, in particular, art technologies and training, which are based on dialogic interaction of educational subjects and "designed by the teacher in a set of interactive forms, methods, teaching aids that best provide effective functioning of the content of education, meet the interests and needs of a pupil" (Sysoieva, 2011). We agree with the conclusions of the scientist Miroshnychenko that "the use of interactive technologies involves building a lesson on a technological approach, as it has a planned result and consists of a set of learning models developed by the teacher" (Miroshnychenko, 2017: 108). Researcher Bondar identifies the following components of interactive technology: "clear learning objectives, ie the expected result in the form of pupils' knowledge; structured learning content; interactive forms and methods that stimulate active activity of pupils; psychological and pedagogical conditions that allow to plan and implement interactive technology" (Bondar, 2020: 10). The scientific position of the scientist Komar agrees, who believes that "interactive technology is a holistic system that has three subsystems: instruction, action, reflection. It involves the performance of specific tasks and obtaining a certain pedagogical product – knowledge, skills, abilities" (Komar, 2008: 79–80).

In our opinion, the most valuable in interactive technologies is the reflection of pupils' own actions and the exchange of different views, different experiences and different worldviews. In this way, the interaction between teacher and pupil changes: the activity of the teacher gives way to the activity of pupils, and the task of the teacher is to create conditions for their initiative, in particular, modeling situations and joint search for solutions. Interactive pedagogical technologies provide an opportunity to use not only the mind of a pupil, but also

his emotions and willpower, to encourage creative and critical thinking, these technologies provide mutual understanding and mutual enrichment. In our opinion, *the peculiarities of the introduction of interactive technologies* in the practice of forming a socially successful pupil's personality are the effective development of partnership between pupils and teachers: being in the same semantic space; joint immersion in the problem field of the task, ie inclusion in a single creative space; consistency in the choice of methods for solving the problem; experiencing consonant feelings.

American researchers emphasize the importance of partnership between pupils and teachers in the formation of a socially successful personality: "An indispensable prerequisite for pupils to be motivated to be socially successful in the future and achieve certain practical and successful results is their involvement in the learning process when pupils and teachers become equal partners in the process of acquiring certain knowledge and skills and pupils play a more active role" (*Satterlee, Matuska, 2018: 20*). Other American scholars share a similar view of the importance of partnership in educating adolescents and young people, noting that "democratic collaboration with teachers and peers on an equal footing helps to develop pupils' propensity for analysis and critical thinking, fosters more meaningful educational relationships, and ultimately, helps them achieve socially significant goals and become socially successful individuals" (*National Middle, 2010: 17*).

3. Pedagogical potential of art technologies in the formation of socially successful personality of a pupil

The partnership of pupils and teachers is the main feature of art technologies, which have now become a kind of trend in modern education due to proven effectiveness. In a number of scientific psychological and pedagogical sources, art technology is called as *art therapy technology* and is considered a means of psychocorrective or rehabilitation effects on a growing personality (*Atamanchuk, 2015; Podkorytova, 2011*). Researchers emphasize that in the formation of socially successful personality art therapy promotes the expression of thoughts, feelings, emotions, needs, it has a high positive emotional charge, forms an active life position, democracy and self-confidence (*Kyrychenko, Necherda, 2018*).

Promising types of art technologies in the practice of forming a socially successful personality of a general secondary school pupil are: theater technology (publicist performance, dramatic performance, plastic-choreographic performance, table theater, shadow theater, finger theater, pantomime theater, forum theater, playback theater), as well as flannel, interactive theater program, literary and musical composition, dance action, flash mob, performance, etc. All of them best meet the interests and needs of the modern teenager and young man, who is characterized by "clip thinking" and used to perceive the world through bright smartphone displays and monitors of netbooks and computers. That is why art technologies in general secondary education institutions are an effective tool for forming a socially successful personality of primary and secondary school pupils and at the same time a means of updating the methodological tools of teachers.

In the practice of forming socially successful personality of a person the following art technologies are implemented: *dance-actions* "My Ukraine", "Successful family – prosperous Ukraine"; *interactive theatrical programs* "We are for the unity of Ukraine", "Eternal feat of the heroes of Ukraine"; *performances* "Ukraine is a country of good", "We are against violence"; *flash mobs* "How not to love you, my Kyiv...", "Immigrant children – together

to success"; **literary and musical composition** "Our European Home". We consider these measures to be effective means of forming a socially successful pupil's personality, because during the preparation and presentation there is a multifaceted impact on the pupil's personality, increases social activity of pupils and their socially important activities, effective immersion in social success.

Theatrical technology focuses on the emotional and figurative experiences of the individual and increase its adaptive capacity to situations of uncertainty, the formation of its general culture (speech culture, business relations), prosocial qualities (tolerance, friendliness, trust, sincerity) and competencies of socially successful individuals, such as assertiveness, self-control, social activity, social mobility. The importance of theater in the education of pupils is emphasized in his research by modern scholar Shakhrai and notes that "theatrical art as a means of diverse personal development has long been actively used in advanced pedagogical practice. By involving pupils in theatrical and play activities, their lives and society are harmonized" (Shakhrai, 2016: 7).

The genre of **playback theater** does not require space and stage performance: the performance requires any room or even a street, no special equipment and props, no need to choose costumes for actors (usually they are black for the audience to be able to focus solely on performance skills). It is a theater of textual, musical and plastic improvisation. In the practice of forming a socially successful personality in secondary schools, playback theater is dedicated to pupils' stories ("My first success", "Conflict and its consequences"), and therefore gives the audience much more attention than in any other theatrical productions.

We consider it important that playback theater is almost the only theater whose genre requires the pupil-actor to listen carefully to another, his audience, perception and understanding of his emotions and reproduction of important real history during the stage. The role of the conductor is to create the most comfortable atmosphere for the viewer, with its assistance he could, conveying the nuances of an event, open up to the audience, feel their importance as individuals and the uniqueness of their story. Therefore, playback theater can be considered a combination of performing arts and social services, which encourages pupils to think and take action.

The main goal of the **forum-theater** is to give a person the opportunity not only to understand the problem and form their attitude to it, but also to gain skills to find ways to solve a difficult situation using their own experience and the experience of others. The themes of the performances are situations of oppression and violence in various manifestations. Everyone can take part in it during the performance. The show is hosted by a joker, or moderator, who first introduces everyone to the problem to be solved during the show, then maintains the necessary "degree of discussion" and activates all the audience, motivating them to look for solutions and play *mise-en-scène*. The cast plays out the situation and stops it at the height of the conflict.

The forum itself is in fact a "living" viewer of the "difficult" situation in the place of the main character ("victim", the protagonist), an attempt to improve the situation of the hero and make his actions more constructive. The peculiarity of the forum is that it is not allowed to act on behalf of the "aggressor", the antagonist, because most often in real life "aggressors" do not change their tactics. The specifics of the forum-theater for the audience of primary and secondary school pupils is as follows: the choice of the problem with a focus on real stories; use of problems, images, arguments that are clear to this age category of pupils; emotional component; involvement of pupil-spectators not only in the discussion of what is happening on stage, but also in interactions with pupil-actors. These were the performances of the forum-theater for teenagers "Not like us", "Remedy for boredom" and "Difficult day", dedicated to cases of discrimination in the school environment; performances for young people "School

Conflict" and "The goal justifies everything" concerning the inadmissibility of success by immoral means, and "We are your patriots, Ukraine!", which addressed the issue of protection of national values, the importance of active citizenship of every conscious Ukrainian state time.

During the introduction of theatrical technology in the practice of forming a socially successful pupil's personality, *interactive forms of work* with primary and secondary school pupils were used:

- *analysis of stories and situations* – "Does modern man need to be successful?" – deepening knowledge of the subject of the program;

- *interactive exercises* "Experience of successful communication" – activation and development of attentiveness and empathy;

- *round tables* "Quality of socially successful person", "Support of vulnerable groups in the life of a successful person" – the formation of skills to analyze social problems of nowadays, draw conclusions and make appropriate decisions, providing a comprehensive vision of social success;

- *talks* "The role of assertiveness in achieving success", "Conflict as an obstacle to success: ways to prevent and resolve", "Is it easy for a pupil to be successful today?" – intensification of pupils' efforts to ensure cooperation and mutual influence, exchange of information, thoughts, feelings caused by the topic of conversation;

- *role-playing games* "Intolerant neighbor: interact or ignore", "New team: how to assert themselves and not cross limits", "Unsuccessful classmate", "Temporarily displaced persons and refugees: problems and challenges" – forming a positive emotional climate, activating creative opportunities;

- *thematic meetings* – "To be successful today – a right or a duty?", "Successfulness in the educational institution environment and beyond" – participation of adolescents and young people in discussing events related to individual experience of social success, helping pupils solve their own psychological difficulties, relevant for them social problems of today, related to the achievement of success, discussion of prosocial qualities and a high level of self-sufficiency inherent in the Ukrainian national character.

The following *methods* of work with teenagers and young people also proved to be effective in the process of introducing theatrical technology:

- *"brainstorming"* in order to work out the various elements of the event scenarios;

- *theatrical games* for the development of pupils' acting skills, the formation of their mutual trust and the creation of a positive atmosphere in creative groups;

- *analysis of stories and situations* to change the collision and the course of action of the performance and the development of creativity of the participants;

- *discussions* concerning the main story lines in order to increase the communicative competence of pupils;

- *scribing* – mixing short phrases, sentences and small pictures into a schematic illustration of the content of the play and discussion of its script.

These forms and methods were aimed at developing pupils' skills to act prosocially, prevent and resolve conflict situations on the basis of friendliness, tolerance, sensitivity and self-control, with their help pupils were able to reveal their own intellectual and creative potential, analyze emotional experiences of interaction with others – own impressions, prejudices, behavioral reactions, stereotypes and gain a positive experience of social success.

The educational potential of theatrical technology in the formation of socially successful personality of primary and secondary school pupils is quite powerful: in the process of preparing an action and its presentation, each participant gets the ability to "live" different

situations, determine their leadership skills, creativity, support, recognition his merits, to the conviction and correct ability to defend his position and avoid conflicts. Every teenager or young person recognizes himself as an equal and equal partner in communication, discovers the various aspects of personality: those that help to interact, achieve harmony, participate in collaboration, succeed in teamwork, and those that hinder it.

The introduction of theatrical technology in the process of forming a socially successful personality of modern pupil in general secondary education has created favorable conditions for the development of teamwork skills, emotional and social intelligence of pupils, their logical thinking, acting skills, including stage speech and stage movement, attentiveness, creativity imagination and understanding of drama, as well as strengthened the desire of pupils to constructively solve various difficult life situations for them, intensified the processes of reflection and self-improvement of pupils, their conscious choice of their own model of social success.

4. Trainings, games, cases and projects in the practice of forming a socially successful's personality

As an interactive technology, **training** has long received significant development and today has acquired a clear technological algorithm, so it is used to address a wide range of issues in most areas of modern scientific knowledge, in education in particular. It is a technology of intensive learning, interesting interaction and cognition through experience. It provides an opportunity in a short time to find effective ways to communicate, acquire new knowledge and skills and effectively apply them in practice. In our previous research, we noted the role of training in shaping a socially successful personality: "Training is an effective tool for developing key skills: effective communication, empathy, conflict resolution, counteracting social pressure, self-control, decision making, leadership, etc." (Necherda, Kyrychenko, 2019: 97).

Mini-trainings for primary and secondary school pupils ("Colorful success", "Tolerance to yourself and others – the key to success", "How to be successful?") allowed participants to expand their behavioral range, realize the need for self-control and self-confidence, reflection and empathy, contributed to the development of self-knowledge. In the process of training sessions with adolescents "Road to Success", "Effective actions in risk situations", "How to say No and not lose friends", "Draw your success"; trainings with young people "Positive thinking – the key to success", "Bullying and success are incompatible", "School of success: from slogans to actions" was the perception of pupils of social success at all levels of perception (knowledge, understanding, emotional evaluation, application) during short term the maximum amount of information is processed at the same time with the focus on independent search and constant updating of knowledge concerning the problem of social success.

The focus on training technology in the formation of socially successful personality was justified by the need to stimulate pupils' self-activity, expand the scope of their self-development, enhance reflection and critical thinking of adolescents and young people. The use of training technology has helped to create a democratic atmosphere and involve primary and secondary school pupils in discussing and making decisions that are important to them.

Gametechnology is a way to organize an interesting event and meaningful leisure for pupils. In adolescence and high school age, play activities remain important, but acquire a qualitatively different nature in content and methods of implementation. Adolescents are especially fond of team games. In them, they show increased emotionality. Successes and mistakes become for

them the subject of lively discussions, critical remarks. Games "Hypnosis", "Friend", "Action in the mood", based on art-therapeutic methods of working with pupils, however, performed a number of related functions (recreational, cognitive, entertainment, relaxation, etc.).

The White Crow talk show brought teenagers together to prevent antisocial behavior by cultivating respect for others, developing empathy, and being sincere and responsive. Theatrical plays ("Kit Leopold, Two Tolerant Mice and a Cowhide", "Aliens") provided a play of a certain literary plot and promoted the development of tolerance, self-control, creativity, acting skills, gave the opportunity to boldly express their opinions, fantasize. Various moving games ("Mirror Reflection", "West Side Story", "Escape from Prison") were aimed at relieving tension in the body, creating a positive emotional atmosphere, developing intelligence and teamwork skills.

With a view of socio-psychological characteristics of adolescence, games were chosen aimed at interpreting situations and expanding the range of behavior. Directing game proved to be effective as a kind of role-playing game ("Puppet and storytellers"), which allowed to invent events, build storylines, develop imagination, acquire organizational and communication skills. The didactic game "Letter to the Editor", based on self-study and self-organization of high school pupils, contributed to the development of camaraderie, attentiveness, friendliness and critical thinking, as well as skills to discuss and argue, especially in conflict situations with peers.

The business game "I am a successful director" was aimed at forming a detailed idea of the participants in the game about the factors that ensure successful operation. The tasks of the role-playing game "Family Budget" were to improve the emotional culture of pupils and inform about the problems of the modern family, the formation of ideas concerning relationship styles, basic responsibilities of family members and economic foundations of its functioning. Also in the practice of forming a socially successful personality of high school s were introduced intellectual battles, actions "Secret Friend" and "Tracker", the quest "Space of the Successful".

We consider it necessary to note that in the formation of socially successful personality of primary and secondary school pupils, game technology performs a number of functions: creates a trusting atmosphere in the group; promotes deep self-analysis of s and the formation of their communicative competence and teamwork skills; helps to develop pupils' creativity and reveal their creative potential; depending on the specific topic and the target audience may acquire additional semantic loads.

The experience of introducing practices of forming a socially successful personality in the educational process of general secondary education has shown the powerful educational potential of *project technology*, which modern researchers consider an effective tool for adapting a growing personality to the requirements of society. Researchers note the positive impact of this technology on the development of leadership skills, the desire for knowledge, reflection skills, creative, research and management activities, practical application of knowledge and skills acquired during training (*Iarmosh, 2019; Nurullina, Ramazanov, 2020*). However, Polish researchers, reflecting on the potential of project technology for modern educational activities, emphasize that one of its significant advantages is integration: while using it it is possible to achieve cognitive, educational, training and even therapeutic goals, because a successful project can not not only to promote the development of critical and creative thinking, aesthetic and analytical skills, effective communication and teamwork, but also to harmonize the project participants' relationships with the outside world and give them real emotional satisfaction (*Kołodziejski, Przybysz-Zaremba, 2017: 28*).

Agreeing with scientists, we note that the practice of forming a socially successful personality of a pupil with the help of project technology creates *situations of success* that motivate pupils to improve their skills, develop the qualities necessary for social success,

including diligence, determination, organization, tolerance; project technology allows pupils to test different social roles: idea generator, developer, equal participant in collective activities, partner, consultant, advisor, leader. The main activities of the project are friendly ties between project participants, the ability to work in a team for the result, to recognize the importance of the contribution of others, strengthening collective and individual responsibility.

The educational potential of pupils projects in the formation of socially successful personality, in our opinion, is to develop pupils' skills necessary for competitiveness in society, in particular, the ability to design goals and plan their achievements, as well as promoting the need to be successful and useful environment, in forming of social competence and values of pupils to their lives and to society as a whole. It should be noted that the successful results of the implementation of project technology were projects such as the project of primary school pupils "Healthy lifestyle – the key to success" and a joint project of high school pupils and teachers "Creating an environment of success".

Case-study technology uses specific situations to discuss, analyze and resolve them. It is based on **a case** – a description of a real or imaginary case, which contains one or more problems and many options for their further solution in microgroups. According to scientists, the essence of the use of this technology in the educational process of general secondary education is that every pupil offers his own option or options for solving the proposed situation, based on practical experience, knowledge and intuition (*Hancock, Algozzine, 2016*). The teacher should draw pupils' attention to the fact that the decision should suit all participants in the discussion, because after the analysis of the situation the teacher must organize an assessment of the algorithms and choose the best of them in the context of the set problem (*Lee, Saunders, 2017*).

The masterfully designed case facilitates discussions in the pupil's group, allows pupils to model real problems and develops in them analytical and research skills, skills of effective communication, strategic planning and management decisions. However, it should be borne in mind that "the most interesting component of the case is the actions of the heroes. Therefore, the case is a kind of detective play, and its discussion is an attempt to decipher the detective about the right or wrong actions of the characters, which will change the situation by solving the problem. While writing such a play, it is necessary to clearly imagine the logic of the heroes' actions, as well as its correlation with the logic of the situation development" (*Surmin, Sydorenko, 2012: 41*). During the introduction of "case-study" technology in the practice of forming a socially successful personality of pupil creation of situations of success is made, encouraging pupils to succeed and celebrating the strengths and achievements of each participant, as well as increasing cognitive activity of pupils, intensifying their successful individual and team activities, sustainable positive motivation for self-development.

An example of successful implementation of "case-study" technology in the practice of forming a socially successful's personality was the case for primary and secondary school "Alcohol is an obstacle to success". His goal was to develop in adolescents and young people a conscious attitude to alcohol and its use as a dangerous type of behavior that threatens not only health but also human life, makes it impossible to compete in society. In order to build a partnership between the educational institution and the family of pupils in the formation of a socially successful personality, the case "Inner world of the pupil" was used, its purpose was to improve family relationships.

5. Conclusions

Thus, the introduction of technologies for the formation of socially successful personality of primary and secondary school pupils in the practice of secondary education allowed to make the following conclusions: the educational process became modern and interesting for pupils, created favorable conditions for pupils and young people of interiorization by pupils of socially significant norms and values, it is necessary to note the intensification of the processes of reflection, self-control and self-education of pupils, as well as their choice of their own models of social success and independent and conscious choice of life position to be successful.

Prospects for further research in this area are related to the development of a health-oriented model of formation of socially successful personality of a pupil in the conditions of general secondary education. Theoretical and methodological substantiation and scientific and methodological support of the implementation of this model in the educational process and the creation of an extensive system of partnership of educational institutions are planned. Our priority tasks will be to increase the professional competence of teachers in educating pupils in a crisis society and to promote the formation of vitality, social activity and social competence of pupils in postwar society.

References

1. Atamanchuk, N. M. (2015). *Art-terapiia yak zasib vyvchennia ta podolannia barieriv u spilkuvani pidlitkiv [Art therapy as a means of studying and overcoming barriers in adolescent communication]*. *Nauka i osvita*, 3, 12–16. [in Ukrainian]
2. Bondar, Yu. (2020). *Categorical distinction of the concepts «interactive technology» and «interactive method»*. *Knowledge, Education, Law, Management*, 4 (32), 1, 8–13.
3. Hancock, D. R., Algozzine, B. (2016). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.
4. Iarmosh, O. (2019). *Project method as a basis for forming s' creative and social entrepreneurship skills*. *Online Journal for Research and Education*, 17, 157–161.
5. Kolodziejski, M., Przybysz-Zaremba, M. (2017). *Project method in educational practice*. *University Review*, 11, 26–32.
6. Komar, O. A. (2008). *Pidhotovka maibutnikh uchyteliv pochatkovoï shkoly do zastosuvannia interaktyvnykh tekhnolohii. Teoretyko-metodychni aspekty [Preparing future primary school teachers for the use of interactive technologies. Theoretical and methodological aspects]: monohrafiia*. Uman: RVTs «Sofiia». [in Ukrainian]
7. Kyrychenko, V. I., Necherda, V. B. (2018). *Zmist i tekhnolohii formuvannia prosotsialnoi povedinky uchniv [Content and technologies of formation of prosocial behavior of s]*. *Upravlinnia osvitoiu*, 11, 18–31. [in Ukrainian]
8. Lee, B., Saunders, M. N. (2017). *Conducting case study research for business and management s*. Thousand Oaks, CA: Sage.
9. Miroshnychenko, V. M. (2017). *Profesiina pidhotovka maibutnikh filolohiv zasobamy interaktyvnykh tekhnolohii [Professional training of future philologists by means of interactive technologies]*. *Naukovyi chasopys NPU imeni M. P. Drahomanova. Seriiia «Pedahohichni nauky»*, 58, 105–112. [in Ukrainian]
10. National Middle School Association (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: Author.
11. Necherda, V. B., Kyrychenko, V. I. (2019). *Pidlitky urazlyvykh katehorii: typolohia i osoblyvosti vykhovannia v umovakh zakladiv zahalnoi serednioi osvity [Adolescents of*

- vulnerable categories: typology and features of education in general secondary education]. Kropyvnytskyi: Imeks-LTD. [in Ukrainian]
12. Nurullina, G. M., Ramazanov, R. K. (2020). *Project Technology in the System of Modern Professional Education. Utopía y Praxis Latinoamericana*, 25, 409–415.
13. Podkorytova, L. (2011). *Bahatovymirnist art-terapii yak profesiinoho buttia psykholoha* [Multidimensionality of art therapy as a professional life of a psychologist]. *Prostir art-terapii*, 2 (10), 15–23. [in Ukrainian]
14. Satterlee, A. V., Matuska, J. (2018). *Actualizing characteristics of successful schools for young adolescents through co-teaching. Middle School Journal*, 29, 17–25.
15. Shakhrai, V. M. (2016). *Formuvannia socialnoi kompetentnosti uchniv osnovnoi i starshoi shkoly zasobamy teatralnogo mystetstva* [Formation of social competence of primary and secondary school s by means of theatrical art]. Bila Tserkva: Vydavets Pshonkivskyi O. V. [in Ukrainian]
16. Surmin, Yu. P., Sydorenko, O. I. (2012). *Stvorennia keisa: praktychni porady* [Creating a case: practical tips]. Kyiv: Navch.-metod. tsentr «Konsortsium iz udoskonalennia menedzhment-osvity v Ukraini». [in Ukrainian]
17. Sysoieva, S. O. (2011). *Interaktyvni tekhnolohii navchannia doroslykh* [Interactive technologies of adult learning]: navch.-metod. posib. Kyiv: VD «EKMO». [in Ukrainian]
18. Sysoieva, S. O. (2006). *Pedahohichni tekhnolohii: kortotka kharakterystyka sutnisnykh oznak* [Pedagogical technologies: a brief description of the essential features]. *Pedahohichni protses: teoriia i praktyka*, 2, 127–131. [in Ukrainian]