

## Formation of Social Success and Life Optimism in Pupils in Crisis Conditions

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### ABSTRACT

*The necessity of development and introduction of a new socio-pedagogical paradigm of education, which affirms universal values (dignity, mutual assistance, care, etc.) as a basis for the formation of life optimism and social success of the individual. Trends of modern educational process (focus on results in the form of competencies, further deepening of digitalization, virtual and augmented reality, STEM-approach as preparation for future professions, creolized texts, project-based learning, media education, gamification, formative assessment) are revealed. Taking into account these trends, scientific approaches (axiological, acmeological, personality-oriented, competence, activity and project-technological) to the formation of pupils' social success and life optimism are highlighted. The technologies of formation of such qualities – «case-study» and portfolio are characterized; their common and distinctive features are defined. Two groups of portfolio types have been identified and analyzed (portfolio of successful personality and portfolio of external achievements).*

**Keywords:** social success, life optimism, pupil, educational process, portfolio.

### Introduction

Changes in the socio-political and economic spheres, which are taking place in the modern world under the pressure of various crisis factors, make new demands towards the education system. Currently, the main challenges to the effective functioning of Ukraine's general secondary education institutions are the cumulative impact of destructive social factors (Russia's military aggression, mass emigration from the occupied territories and territories where brutal hostilities are taking place, social apathy and loss of optimism, stress, unemployment, alienation of the child from the positive emotional support of various child and adult communities, etc.). This entails a violation of the rights and freedoms of individuals and communities, in particular the rights of the child to life (Article 6), education and a standard of living adequate for the physical, intellectual, moral, cultural, spiritual and social development (Articles 28-29), defined by the UN Convention on the Rights of the Child (Unicef, 2019), complicates the implementation of educational influences on the growing personality of the family and teachers of educational institutions.

The program of education «New Ukrainian School» in the progress of values» emphasizes «the complexity of modern educational problems requires a comprehensive approach to their solution and development of socio-pedagogical paradigm of education. The basis of this paradigm is the child's personality, recognition of its highest value, teacher's orientation to humane, democratic principles of joint life with the child» (IPV, 2019). Thus, the basis of education are universal values (dignity, honesty, respect for themselves and others, mutual assistance, care, solicitude) on their basis socially significant motivation, vital optimism, joint responsibility and partnership, social success are formed. We focus on two interrelated basic concepts of our research: «pupil social performance» and «pupil life optimism».

*Social success of the pupil* – the ability of the pupil to achieve educational and social goals, fully fulfill their responsibilities, overcome difficulties, show curiosity, actively and creatively perform social roles; to have recognition of their achievements in the immediate social environment, school staff.

*Life optimism of the pupil* – the ability of the pupil to see the positive in any life situation, easy to find and attract resources to overcome difficulties in achieving certain goals, solving pressing problems; confidence in a better future, victory.

In the current conditions of war, Ukrainian society more than ever needs active citizens capable of spiritual, moral and socio-cultural self-creation, ready to constructively adapt to social realities, constantly nurture their own self-development, increase their competence, and find optimal ways to solve crises caused by war, to organize themselves and others for prosocial service to the state and society. The humanistic vector of development of educational processes in Ukraine draws increased attention of pedagogical science to the tasks of value orientation of pupils in the crisis realities of public life, forming the basis of their success in life in the form of life optimism, self-sufficiency and prosocial activity. Pupils must cultivate the strength and skills to grow as responsible and proactive citizens, open to change and confident competitive professionals, active participants in the democratic restoration of the state (Kyrychenko, & Necherda, 2022, p. 146).

At the planning and strategic level, this should monitor the challenges facing the education system, and at the organizational and tactical level – in a timely manner to select adequate to the challenges content and instrumental and technological support for training, education, development and socialization of pupils.

Achieving these goals can provide only radical changes in all educational units, thoughtful methodological reflection of classical pedagogical heritage, comprehensive understanding of trends in modern educational process, intensification of partnership between scientists and teachers in providing the necessary and sufficient conditions for forming a competent personality capable of accumulating internal and external resources, to develop adequate responses to the challenges and threats of the modern world and, at the same time, to use all opportunities for self-development and self-realization.

## **Results**

### *Trends of The Modern Educational Process*

At present, educators must focus on ensuring the mobile reorientation of pedagogy, its rapid adaptation to today's crisis, and the conscious use of research results in the field of didactic renewal. Now more than ever it is necessary to take into account the psychoneurological features of modern pupils (the so-called *Generation Z (Z)* and *Generation A (Alpha)*), skillfully track and use trends in social and personal development, turning them into effective tools of educational influence.

We understand the term «trend» as the dominant direction in development, public opinion. Hence, being in trend means «keeping up with the times» and staying up to date with the latest news concerning particular topic. Included observations of educational practice give us reason to say that for the formation of social success and life optimism of a pupil in a crisis the most relevant trends are: focus on results in the form of competencies, further deepening digitalization, virtual and augmented reality, STEM approach as preparation for future professions, creolized texts, project-based learning, media education, gamification, formative assessment. Let us dwell on them in more detail.

*Digitalization.* Modern man should feel comfortable in the digital environment, because it depends on how successful and productive he is in life. Quarantine restrictions related to the COVID-19 pandemic and actual hostilities have exacerbated the need to improve the quality of education through digitalization. These are the time requirements for teachers to make extensive use of the possibilities and benefits of networking (Web 2.0) and a variety of digital tools while working with pupils and their parents.

These can be:

- *information tools*: applications that provide information in various formats (text, sound, graphics or video, multimedia encyclopedias or resources on the Internet); organizationally it can look like distance learning (mass open) online courses;
- *search and research tools*: modelling, simulators, educational games and virtual reality;
- *design tools*: relations in social networks that allow you to organize your ideas or thoughts, design your thoughts and share them with others using cloud technology;
- *communication tools*: e-mail, Skype, chat, online groups, video conferencing, social media, etc.

Digitization is increasingly blurring the line between real and virtual worlds, making it easier for pupils to access information.

*Competence of education* is the orientation of education towards the result in the form of developing values and developing key competencies of pupils, promoting their successful self-realization in the profession and life. Taking into consideration the abovementioned, one of the strategically important activities of a modern educational institution is the introduction of a competency-based approach to learning. Therefore, the task of each teacher is to ensure the formation of competencies of modern pupils with didactic tools and instruments that best meet peculiarities of pupils. In this case, the result of learning will be knowledge, skills, abilities, and ways of thinking, attitudes, values, and other personal qualities acquired by pupils in the process of learning, education, development.

In the future, the most successful and in-demand employees will not be those who once learned a lot of information, but those who can effectively adapt to new conditions, learn throughout life, find necessary and correct information, produce non-standard solutions and work with others. With this in mind, employers are increasingly paying attention to the so-called «soft skills», in particular, the formation of four of them:

- critical thinking (ability to see, formulate and evaluate the problem);
- creativity (ability to solve problems in a non-standard way);
- collaboration (ability to work in a team);
- communication (ability to build a system of productive relationships).

Educators and social educators need to focus on these «soft skills».

*STEM education*. Education should benefit those who receive it and be advanced, i.e. meets tendencies of development of society in the future. It should be noted that educational

institutions mostly do not prepare pupils for successful life by choosing the priority professions of the future (such as climatology engineer, robot designer, space tourism manager, personal safety designer, virtual world designer, city farmer, personal brand manager, emotion designer, mind fitness trainer, etc.). However, there is already STEM education or the direction of innovative development of natural and mathematical education, based on the integration of interdisciplinary and applied approaches into a single learning scheme. It allows graduates to develop the qualities and skills of socially successful personality, because through STEM education pupils develop logical thinking and technical literacy learn to solve problems, become innovators, inventors.

Another task of STEM is to promote better socialization of the individual, adapt the education system to the needs of real life: the pupil not only masters a certain amount of information from individual sciences, but also gets a concrete result in practice from the synergy of all subjects.

Organizational and pedagogical conditions of successful STEM-training are recognized: developed project culture; reliance on practice; introduction of inverted learning; support for courses in the online environment; use of online services; making (DIY approach).

*Creolized texts.* The transition to distance learning has naturally increased interest in the visualization of information in education: the combination of text and images has become almost the main link between pupil and new knowledge, as visual information is perceived by the brain 60 times faster than text (Draiden, & Vos, 2005).

It is not easy to attract the attention of the current generation of students, but it is real. Here creolized texts come to the rescue. A combined text formation can contain visual and audio elements.

The term «visualization» comes from the Latin «visualis» – something that is perceived visually; visual. This means the process of presenting individual textual data in the form of an image in order to make them easier to understand. The main purpose of visualization is to make textual information complete, readable and functional, add the necessary effects and eliminate unnecessary. Therefore, the key role in creolized texts is played by the image itself (pictures, symbols, diagrams, charts, font compositions).

*Creolized texts include:* comics, motivators, posters, logos, doodles, photo collages, booklets, book trailers, animated educational videos, tag clouds, crosense, scribing, pan books, scrapbooking, emoji stories, info graphics, smart cards, etc. (Bohosviatska, 2021). Usually, pupils are eager to participate in the creation of creolized texts, as they are proficient

in a variety of digital tools and devices, and therefore can gain experience of successful activities and present their skills.

Academician Bekh emphasizes the importance of the educational effect of such activities for pupils: «If a pupil exercises in creative and independent activity, he will later transfer it to the construction of life plans» (Bekh, 2018, p. 71).

*Immersive learning* – the use of *Virtual Reality* (VR) and *Augmented Reality* (AR) technologies in the educational process.

The immersive format allows first, to create a realistic environment as close as possible to real life; secondly, to purposefully train in concrete actions, blurring the boundaries between theory and practice. As a result, the right skills are learned faster and better.

Virtual and augmented reality allow you to add elements of play and interactivity to learning, make it more visual and, of course, more interesting. This assists pupils to easily master even very complex learning topics; easily focus on the learning process; understand how to apply the acquired knowledge in practice.

Thanks to virtual and augmented reality, participants in the educational process get a great opportunity to jointly analyze difficult life situations, resolve conflicts productively, and improve themselves. It should be noted that today these technologies are very expensive. However, in the future VR will become available, glasses, helmets will be more and more high quality, and cheap, and thus the experience of creating and using effective VR-projects for personal development will be enriched.

*Gamification* is the use of game thinking, game dynamics, elements and techniques inherent in games, in order to increase student motivation, facilitate their involvement in the conscious solution of various educational problems. In other words, it is education in an entertaining format, or edutainment; appropriate integration of elements of entertainment, games and learning. Modern technical means allow making «fun» (sense of satisfaction) synonymous with learning. With this approach, the game can become a canvas of educational activities (Draiden, & Vos, 2005).

Enjoying the process of learning is the basis of a lasting interest in learning, so it is not surprising that the quality and quantity of edutainment projects around the world is constantly growing. In times of crisis, when pupils are forced to study at home for many days, they especially need encouragement to acquire knowledge – gameplay just adds drive, arouses interest and desire to learn something new. It:

- develops teamwork skills, support each other, creativity;

- improves attention, encourages competitiveness and teaches competitiveness;
- has a positive effect on motivation, contributes to the gradual success of dynamics and increase achievements;
- gives emotional benefits, improves mood and strengthens life optimism.

*Personalization of learning.* Personalization is a shift of emphasis in focusing the educational process not on educational standards and requirements, but on the pupil. His personality, strengths and weaknesses, talents and abilities, learning environment and cultural context are all factors that personalization offers to take into account and to adopt them.

It is time to focus on individual learning. That is, the main thing in the educational process is the focus on the interests, commitments and experience of pupils, taking into account their needs, age and individual characteristics. This is facilitated by the individual educational trajectory (personal way of realizing the personal potential of each pupil in education). The personal potential of the pupil here means a set of his abilities – activity, cognitive, creative, communicative and others. The process of identifying, implementing and developing such abilities of pupils takes place during the educational movement of pupils through individual trajectories.

*Digitalization of education and artificial intelligence,* which make the learning process interactive and safe, help to ensure personalization of learning for each pupil and the implementation of individual educational trajectory, take into account the methods and pace of learning material, develop the necessary competencies for the child.

*Project-based learning* always involves pupils to look for different solutions to a specific problem. This, on the one hand, is done using a variety of methods, teaching aids, on the other – by integrating knowledge, skills from different fields of science, technology, art and more. The results of the implemented projects must be «tangible»: if it is a theoretical problem, then its specific solution, if practical – a specific result, ready for implementation.

Project-based learning is a mandatory element of the modern educational process, one of the leading means of mastering pupils' skills of planning their own activities, selecting ways to successfully implement life plans, forming and updating pupils' life experiences. No wonder project-based learning is one of *the technologies of the XXI century*, which teaches, above all, to adapt to the rapidly changing conditions of human life in a crisis society.

Participation in project activities contributes to the development of aim-subject competencies and actual life competence, forms the skills of developing their own strategy of life and the development of their own lives as a project. This is a powerful mechanism for

involving pupils in solving acute social problems of educational institutions and the local community, the practice of social service, gaining experience in the successful implementation of many socially significant ideas.

*Media education.* Professionals involved in the problems of education are concerned about the imperfection of the means of protecting pupils from immoral ideologies and values, and other socially harmful information influences that overwhelm media content. By consuming poor quality information, the current generation of pupils distorts their perception of the world around them, social norms and moral principles of human interaction, destroys mental health, so «it has never been so important to be able to separate facts from personal judgments, reasonable thoughts from stupid, truth from lie» (Robinson, & Aronika, 2016, p. 137). This highlights the need for media education, or purposeful preparation of a growing individual for the safe and secure use of a variety of media resources, which has a powerful but contradictory impact on its formation.

It is considered that media education is related to all types of media (print, graphics, audio, visual, etc.) and various information and communication technologies. It should assist people to understand how mass communication is used in their societies, and learn to use the media productively in communication with other people (Ministry of Education and Science of Ukraine, 2022).

From that, we can conclude that the main tasks of school media education are *to promote the formation of media immunity* of the individual. Such media immunity makes it able to withstand aggressive media environments, provides psychological well-being in the consumption of media products and *promotes reflection and critical thinking* as psychological mechanisms of media literacy that ensure conscious consumption of media products. Thus, educational institutions can equip their graduates with knowledge and skills to actively use the information field of the press, radio, television, cinema, the Internet to build their own life strategy and positive self-realization.

*Asynchronous learning mode.* This great approach gives more freedom to both pupils and teachers in distance and blended learning situations that prevail in times of crisis. Asynchronous mode gives pupils the opportunity to work on learning tasks at their own pace, reducing stress. There is no need to try your best to catch up with the class; you can safely pay more attention to a topic that seemed difficult. However, asynchronous learning is impossible without the skills of self-organization, self-discipline and the ability to manage time, a responsible attitude to their own lives. Therefore, it is not suitable for all pupils.



*Proactivity.* One of the most important educational trends in the formation of a successful personality and life optimism is proactivity. It points to a person's ability to act independently, to take responsibility for his life, not to wait for the right time, not to be hostage to someone else's opinion, to react quickly to change (Bohosviatska, 2021). Proactivity is one of the necessary skills of a successful person, because successful people «direct their energy to what is subject to their influence», which expands their opportunities to succeed in the chosen field of activity (Kovi, 2007).

Being a proactive person means that a person is aware of 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, mood, achievements and mistakes (Proactyvnist, 2019).

*Proactivity* can be considered as *a quality of personality* and as *a style of behavior*. According to scientist Erzin, proactivity is a stable characteristic of a mature person, which is expressed in at least five aspects:

- a) self-determined behavior, i.e. behavior that is due to internal motives of the individual, rather than external impetus;
- b) the ability to effectively cope with situations and environmental requirements that could potentially cause distress;
- c) the ability to predict the occurrence of a certain life event, as well as to build behavioral strategies focused on the future;
- d) ability to set long-term goals and strive to achieve them;
- e) willingness to actively influence environmental conditions in contrast to passive adaptation (Erzin, 2014).

Proactivity as a pattern of behavior, expressed in the form of personal responsibility, helps to overcome obstacles and difficulties, create new opportunities and cope with difficulties, and as a result – creates a healthy relationship between people. When we consider proactivity as a style of behavior, it plays an important role in effectively overcoming difficult life circumstances, in building the potential for personal development.

*Formative assessment* is a consistent meaningful interaction between the pupil, teacher and parents to determine the pupil's achievements based on clear goals and criteria, as well as changes in educational programs and selection of teaching methods and education according to individual pupil trajectory.

*Formative assessment* – assessment of a pupil's progress in learning, the formation of his self-confidence by emphasizing his strengths, rather than mistakes or miscalculations. Such assessment is extremely important for the formation of social success and life optimism of a pupil, because it provides a reflective understanding of the dynamics of his progress towards the goal, gaining self-confidence through awareness of their own strengths, not mistakes or miscalculations.

Researchers consider a portfolio as a modern means of formative assessment, which helps to analyze the abilities and interests of pupils in the process of their learning and development, organically combine and take into account the results of educational, creative and socially significant activities. Its special significance lies in the ability to provide accumulated formative assessment, which helps to identify the extent of pupil achievement in general, consolidate and assess his willingness to apply the acquired knowledge, skills and abilities in practice (Sánchez, & González, 2015).

#### *Approaches and Technologies of Formation in Pupils of Social Success and Life Optimism*

Currently, in search of an effective model of forming pupils' social success and life optimism, scientists use different theoretical and methodological approaches: axiological, acmeological, personality-oriented, competence, activity and project-technological.

We share the established views concerning the methodological approach as a comprehensive pedagogical tool, which includes the following components: *conceptual and categorical* (basic concepts which the architecture of changes in the processes of organization, management and renewal of educational activities are built on); *content* (the main centers of the organization of education, upbringing, development and socialization of pupils); *instrumental and practical* (techniques and methods of educational process). Portuguese researchers consider the content of any approach to be crucial, as «it significantly determines the deep meaning of educational influences and contributes to the development of relationships in the educational environment» (Nobre, & da Silva Pereira, 2020, p. 31).

Note that in the process of streamlining the conceptual and methodological foundations of the formation of social success and life optimism of pupils, teachers and social partners of educational institutions of territorial communities can act simultaneously within several methodological approaches. We adhere to the scientific position of the American researcher Kalaian that such a conscious purposeful combination of different approaches to achieve one

goal is important for educational practice of the XXI century, as it provides synergy of pedagogical influence and, ultimately, optimizing the process of social success and life optimism (Kalaian, 2017).

Comprehension, selection and coordination of theoretical and methodological approaches in the formation of social success and life optimism is based on the principle of logical complementarity, taking into account the neuropsychological characteristics of pupils of a certain age and socio-cultural conditions of their adulthood.

The development of society is impossible without a system of humanistic socio-moral value orientations of the individual. Value orientations are one of the criteria for socialization of the individual, because they perform the functions of regulators of human behavior. That is why «Ukraine's education system must form in the younger generation an inner need to live and act in accordance with humanistic universal values» (Vitvytska, 2015). Therefore, in the education system, the implementation of the tasks of forming social success and life optimism of the pupil is impossible without *an axiological approach*. It allows us to consider the process of educating pupils in the qualities and abilities necessary for social success as a means of forming universal values (life, freedom, peace, honor, truth, work, knowledge, health) and those that have recently become a priority in the new coordinate system social development (stress, competence, initiative, mobility, assertiveness, competitiveness, etc.).

In the practice of formation of social success and life optimism of a pupil with assistance of axiological approach the pupil *discovers* the content of a value and its meaning, ensures its *awareness* and *emotionally positive attitude* to this value, its *inclusion* in the subject-subject relationship of pupils with adults and peers and strengthening values in pupil behavior.

The basis of *the acmeological approach* is the focus on «acme» – the maximum manifestation of personal resources, which is achieved by constant self-improvement at all stages of human life and activity. The pupil's acmeological development involves an optimistic view of him and his future.

Introduction of acmeological approach in the process of formation of social success and life optimism ensures rising in pupils of motivation for effective socialization, development of skills of independent goal setting and planning, choice of priorities, self-regulation, including self-control and self-correction, as well as reflection, self-reflection and self-actualization, social activity, so «the mission of the acmeological school is to help students master the technology of life and social success» (Sazonenko, 2010, p. 31).

The combination of axiological and acmeological approaches will take into account the possibilities of the educational environment of the institution of general secondary education and develop as accurately as possible the individual trajectory of the formation of social success and life optimism of the pupil.

The uniqueness of the personality of each pupil, his right to moral and intellectual freedom declares *a personality-oriented approach*. It means focusing on the pupil's personality as the goal, subject, result and main criterion of the effectiveness of the educational process, as well as the organization of emotionally rich multi-subject interaction of teachers and pupils.

Personality-oriented approach involves building a system of personal values that will provide pupils with support in the spiritual and practical development of the world around them, determining moral life guidelines, choosing behaviors.

*Competence approach* is the focus of the pedagogical process on the formation and development of basic and subject competencies of the pupil, which is expressed in the knowledge, understanding, values, and skills of pupils. According to Tanzanian scholars (Mkonongwa, 2018), the competence approach has the greatest impact on the effectiveness of educational activities and the quality of the educational process, as its implementation is based on awareness of the importance of developing constructive life strategy of pupil, development of his interethnic and intercultural competence and life optimism.

The conclusions of Irish scholars are unanimous, emphasizing the value of competency-based education for the humanization of relationships in society, at the interstate and international levels (O'Sullivan, & Burce, 2014). Event analysis (including analysis of the dynamics of events) of the educational process of experimental educational institutions shows that a person with social and civic competencies can be socially active and mobile, motivated to succeed, optimistic and socially successful.

To prepare pupils for successful self-realization, it is necessary to involve them in full-fledged social and moral activities. *The activity approach* motivates, encourages and ensures the exercise of personality in selected activities. This approach considers pedagogical phenomena from the standpoint of holistic coverage of all components of activities: goals, motives, actions, and operations, methods of regulation, correction, control and analysis of results.

According to Indian researchers, the activity approach requires recognizing the pupil as a subject of knowledge and work, who must learn to «plan and organize activities, regulate

and control it, be able to self-analyze and evaluate the results of their activities» (Sharma, & Kumar, 2018, p. 472). These abilities directly affect the personal self-development of a pupil, the optimization of his life, openness to continuous improvement in crisis conditions. That is why the expediency of using the activity approach in the formation of social success and life optimism of a pupil is beyond doubt.

It is important to note that personality-oriented, competency-based and activity-based approaches are closely interlinked and should be logically complemented and consistently implemented in educational practice. Thus, a personality-oriented approach allows the student to better understand their own nature, their strengths and weaknesses and outline the vectors of personal self-improvement. The goal of the activity approach is to transform the pupil into a subject of learning, education and self-development. In turn, the competence approach should logically complete the transformation of a pupil into a subject of social practice, i.e. successful activities in selected areas of self-realization.

In modern conditions, the transition from «pedagogy of events» to «pedagogy of partnership» is crucial, i.e. a conscious systematic combination of efforts of pupils, their parents, teachers and social partners of educational institutions – local communities in shaping social success and life optimism of a pupil.

This is ensured by the application of *design and technological approach*. This approach allows to comprehensively solving social and educational problems, to develop relevant tools to achieve educational goals, to determine and coordinate the stages of implementation of educational programs and projects.

In this regard, Indonesian scientists emphasize that in modern conditions, technology is becoming the dominant characteristic of human activity and means the transition to a qualitatively new level of efficiency and optimality (Rahmawati, Suryani, Akhyar, & Sukarmin, 2020).

*The common essential features* of the formation of social success and life optimism of a pupil in all these approaches are dialogue and creating situations of success, which contributes to the formation of a person with the maximum possible individualization, able to responsibly define their life goals and successful self-realization in society.

The formation of such a personality in general secondary education is carried out through the introduction of innovative methods and technologies that create an environment of success in education encourage pupils to seek ways to their own success in inseparable social well-being and gain optimism in individual experience of social successfulness.

Effective technologies from the formation of life optimism and social success by experts from among scientists, practical psychologists, educators and representatives of the parent community included, first, «*case-study*» and *portfolio*.

Content analysis of research of domestic and foreign psychological and pedagogical science and practice has shown the successful experience of implementing technologies «*case-study*» and *portfolio* in the educational process of general secondary education. We agree with the findings of Australian researchers, in particular, Beckers, Dolmans, van Merriënboer, according to them the portfolio is an effective means of developing the qualities and skills necessary for successful socialization of students (Beckers, Dolmans, & van Merriënboer, 2016). In turn, Baškarada notes that the use of case-study technology in educational institutions helps to create situations of success, increases pupils' motivation to be successful and provides a combination of theoretical knowledge with real life practice (Baškarada, 2014). The Bulgarian scientist Galcheva reveals the pedagogical potential of portfolio technology. The researcher quotes scientists Petrov and Atanasova: «Portfolio characterizes the processing, action, organization and functional side of pedagogical activities, including goals, motives, research content, methods and tools, as well as evaluation of results» (Galcheva, 2018, p. 651). The «*case-study*» also provides an opportunity to combine theoretical material with experience tied to a specific context to strengthen the skills identified in the learning objectives, however, case technology helps pupils better understand individual situations, organizations, problems, phenomena (Stepurko, & Ihnashchuk, 2017).

Common is also a widespread interpretation of the English words «*case*» and «*portfolio*»: briefcase, folder, bag for papers, documents. However, we must note the significant differences between these technologies. Thus, the case (the basis of «*case-study*» technology) is a creative task for the development of thinking, which aims to process large amounts of information and develop an algorithm for decision-making for a specific situation described in the case, and for similar situations. In addition, the case is an example of teamwork of pupils in micro groups (with the contribution of each participant is a process of gaining new knowledge and experience).

The portfolio helps to record the results of this process as a form of control of the acquired knowledge, skills and assessment of the achievements of individual pupil activity. That is why one of the tasks of portfolio implementation, researcher Galcheva notes, is to illustrate a person's efforts in a particular field and a specially organized set of evidence used to monitor pupils' knowledge, skills and attitudes, etc. (Galcheva, 2018, p. 652). Thus, «*case-*

study» and portfolio complement each other, facilitating the achievement of pedagogical tasks and ensuring the effectiveness of educational influences.

We agree with the scientific position of scientists from Canada and the United Kingdom, according to them *the algorithm of work on the case* involves the organizational part, individual independent work of pupils with the necessary additional information; checking the comprehension of theoretical material; pupils work in small groups; collective discussion; formation of works by pupils; protection of projects-solutions of problems-situations and summing up by the teacher (Heale, & Twycross, 2018).

Domestic researcher Osina has similar scientific views on the process of case implementation; she focuses on *three possible strategies of teacher behavior* during pupils' work with the case: teacher gives keys for solution in the form of additional questions or additional information or does not interfere in the process (Osina, 2018).

*Presentation of the results of work* on the «case-study» technology takes place with the help of appropriate *forms*: multimedia presentation, defense of the project, miniature work, skit, oral presentation, etc.

It should be noted that, according to teachers-practitioners of experimental educational institutions, the use of case technology has significant advantages for the teacher and at the same time makes significant demands on him. Among *the advantages of «case-study» technology*, teachers note: organization of a flexible educational process; actualization of subject knowledge and skills of the teacher; integration of knowledge from their academic discipline and other disciplines and the arsenal of life experience; continuous training; the possibility of implementing some elements of the case in cooperation with parents, social partners of the educational institution and extracurricular activities.

At the same time, teachers note that *the case is a flexible pedagogical tool* for forming the necessary qualities and competencies of socially adapted competitive personality of a pupil. Polish researcher Mucha notes that the experience of implementing «case-study» technology in the educational process of educational institutions has shown its high effectiveness in forming *key competencies of socially successful personality*, which she defines as a set of knowledge and skills needed for active citizenship, self-realization, personal development and social integration (Mucha, 2019), as well as such leading *qualities* of socially successful student personality as *creativity* and *curiosity*.

Because of the introduction of «case-study» technology, work with individual portfolios took place. This contributed to the development of pupils' life optimism, such

qualities necessary for social success as individual responsibility and self-discipline, as well as skills of self-assessment, formulation of work goals and choice of future tasks. That is why Australian scholars consider the portfolio *an effective means of developing self-education skills* (Beckers, Dolmans, & van Merriënboer, 2016).

In addition, mass pedagogical practice shows that a necessary component of the process of forming social success and life optimism should be to develop students' ability to self-assess their own achievements. Psychological and pedagogical sources (Kyrychenko, Necherda, Harbuziuk, & Tarasova, 2019; Beckers, Dolmans, & van Merriënboer, 2016; Galcheva, 2018) state that this task is effectively solved by *portfolio technology*, which is based on the method of formative evaluation of results of their activities. *The purpose of this technology* is to teach pupils to self-organize their own lives, their motivation to carry out active cognitive search, the formation of skills of retrospective and projective reflection, goal setting, and self-evaluation of results and consequences of their activities.

*The essential advantage of the portfolio* is that the subject of evaluation and further improvement are not only the academic achievements of a pupil, but also his meta-subject and personal positive dynamics. Observations of educational practice confirm that portfolio technology effectively captures, accumulates and reflects on individual pupil achievement over a period. Self-reflections, especially those made with the help of portfolios, are considered by researchers to be an integral part of the educational process (Beka, & Ganimete, 2021), as pupils' reflections on the portfolio allow teachers to define and refine goals in the system of educational influences.

*The pedagogical philosophy of the portfolio* involves shifting the emphasis from what the pupil does not know and cannot, to what he knows and can, to the development of his personality, as well as giving preference to formative assessment, shifting pedagogical emphasis from external assessment to self-knowledge.

*Targets for the implementation of the portfolio in the formation of social success and life optimism* are the following:

- maximum disclosure of individual abilities of each child, creating conditions for its self-realization and self-actualization in various areas of school and extracurricular life;
- creating a situation of success for each pupil, increasing self-esteem and confidence in their own abilities;
- development of pupils' cognitive interests and formation of readiness for independent cognition;



- formation of attitude to creative activity, development of motivation for further creative growth;

- acquisition of skills of self-reflection, formation of ability to analyze own interests, inclinations and needs and to correlate them with available possibilities, to adequately estimate results of own activity.

*Two groups of portfolio types* are important for the formation of social success and life optimism: *the portfolio of a successful personality* and *the portfolio of external achievements*. The purpose of the first variety is the knowledge of pupils of their resources, needs, interests, abilities, life values in order to improve them in a certain direction. This is a kind of fixation of steps towards the implementation of the outlined guidelines for personal growth.

The difference between *the portfolio of successful personality* and the second variety – *the portfolio of external achievements* is that the subject of systematization is not evidence of success in learning or certain extracurricular activities, and materialized results of the dynamics of personal development in its various manifestations. This is not a collection of various facts, but students study the features of their personality in the system of its social relations and planned work to improve them to achieve new qualities of the subject (responsibility, creative and social activity, energy, assertiveness, optimism, self-criticism, sociability, self-discipline, purposefulness, initiative, self-confidence).

### **Conclusions**

Social crisis, life difficulties, troubles, losses and injuries have a significant negative impact on human resources, personal potential and functionality. Instead, in difficult periods, including martial law, a person is expected to be more active and balanced than ever, responsibility and prudence, a clear personal position and so on.

In such a situation, human activity, its adaptation to change or crisis conditions, productive socialization will largely depend on the formation of social success and life optimism. These qualities (abilities) strengthen the inner reserves of the individual, enrich his strengths and reduce weaknesses, become a means of restoring inner strength, overcoming confusion, depression, apathy. Social success and life optimism allow: to analyze and evaluate the consequences of change; think critically and interact constructively with other people; quickly mobilize and carry out strategic and operational planning for future life.

The formation of social success and life optimism of the growing individual is gradual from awareness of their own individuality and the meaning of existence in society to a

developed willingness to develop and implement their own life projects. The result of this process is clearly defined values and semantic landmarks, developed life competencies, constructive life position, i.e. the opportunity to act successfully in a particular life situation, including crisis. It is necessary to cultivate social success and life optimism from school age, taking into account the latest educational trends and features of modern students, using a set of appropriate scientific approaches.

It is necessary to develop innovative technologies, psychological and pedagogical means of forming social success in the educational environment, to create the necessary conditions for the practice of life optimism, working out mechanisms to improve the level of development of this quality. «Case-study» and portfolio are effective technologies for the formation of social success and life optimism. Their combined use helps to: create situations of success for each student, increase self-esteem and self-confidence, and at the same time identify and get rid of a set of qualities associated with disbelief in their own strength; to form an attitude to creative and exploratory activities, to strengthen the motivation for further creative growth; to form positive moral and volitional qualities that promote self-improvement, self-development and self-realization.

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