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**Кириченко Валентина Іванівна,
Нечерда Валерія Борисівна**
Інститут проблем виховання

Національної академії педагогічних наук України
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ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ПІДХОДИ У ФОРМУВАННІ СОЦІАЛЬНО УСПІШНОЇ ОСОБИСТОСТІ УЧНЯ

**Kyrychenko Valentyna,
Necherda Valeriia,**
Institute of Problems on Education of the
National Academy of Educational Sciences of Ukraine

THEORETICAL AND METHODOLOGICAL APPROACHES IN THE FORMATION OF SOCIALLY SUCCESSFUL PERSONALITY OF THE PUPIL

Анотація.

Стаття присвячена розгляду актуальних питань створення концептуально-методологічного забезпечення діяльності закладів загальної середньої освіти з формування соціально успішної особистості учня. У центрі уваги авторів сутнісні особливості тих теоретико-методологічних підходів, на яких базуються змістово-технологічні орієнтири формування соціально успішної особистості.

Abstract.

The article is dedicated to the consideration of topical issues of creating conceptual and methodological support for the activities of general secondary education institutions for the formation of a socially successful pupil's personality. The authors focus on the essential features of the theoretical and methodological approaches, which the semantic and technological guidelines for the formation of a socially successful personality are based on.

Ключові слова: соціально успішна особистість, учень, особистісно орієнтований підхід, компетентнісний підхід, діяльнісний підхід, проектно-технологічний підхід.

Keywords: socially successful personality, pupil, personality-oriented approach, competence approach, activity approach, project-technological approach.

Introduction. Modern Ukrainian society is characterized by a change in the principles of organization of socio-economic life. Under conditions of social transformations, the problem of educating a person capable of self-expression, self-education and self-improvement, conscious understanding of their life position and constructing their own way of life becomes relevant, because such young people are focused on positive self-realization and socially significant achievements. Pedagogical science and descriptions of innovative life of educational institutions prove that the most effective method of training socially mature, creatively active youth is the formation of their experience of social suc-

cess. In search of an effective model of forming a socially successful personality of the pupil, scientists use different theoretical and methodological approaches.

Theoretical substantiation of the problem. The analysis of psychological and pedagogical sources and very educational practice gives grounds to assert that the process of formation of socially successful personality of a pupil in modern educational institutions is more effective in the stream of personality-oriented, competence, activity and project-technological approaches.

We share established views concerning the methodological approach as a comprehensive pedagogical tool that contains the following components: concep-

tual and categorical (basic concepts which the architecture of changes in the processes of organization is made on, management and renewal of educational activities); substantial (the main centers of the organization of training, education, development and socialization of pupils); instrumental and practical (techniques and methods of educational process). Portuguese researchers A. Nobre and J. M. da Silva Pereira consider the content component of any approach to be decisive, because "it significantly determines the deep meaning of educational influences and contributes to the development of relationships in the educational environment" [3, p. 31].

Understanding, selection and coordination of theoretical and methodological approaches in the formation of socially successful personality is based on the principle of logical complementarity, taking into account the neuropsychological characteristics of a certain age group of pupils and socio-cultural conditions of their adulthood.

Results and discussions. It is necessary to note that in the process of streamlining the conceptual and methodological foundations of the formation of socially successful personality of the pupil teachers and social partners of educational institutions from local communities can act simultaneously within several methodological approaches that lie in the stream of humane pedagogy. We agree with the scientific position of the American researcher S. A. Kalaian that such a conscious purposeful combination of different approaches to achieve one goal is of great importance for educational practice of the XXI century, as it ensures synergy of pedagogical influence and, ultimately, optimization of socially successful personality [1].

The uniqueness of each pupil's personality, his right to moral and intellectual freedom declares a personality-oriented approach. It ensures maximum involvement of all components of personality structure, such as consciousness, will, emotions in interpersonal and social interaction, allows taking into account individual inclinations, abilities, needs of students, mediates the natural process of self-development and creative potential of the individual and demands creation in educational environment of appropriate conditions. This approach means orienting, while planning and implementing educational process, toward the individual as the goal, subject, result and main criterion of its effectiveness and the organization of emotionally saturated poly subjective interaction of teachers and pupils; and involves building a system of personal values that will ensure resistance to growing personality in the spiritual and practical development of the world around us; the definition of moral life guidelines and the choice of behaviors and will be the key to its successful self-realization.

Competence approach is the direction of the pedagogical process to the formation and development of basic and subject competencies of the pupil. This approach promotes the development of individual abilities to perform certain activities, which is expressed in the knowledge, understanding, values, and skills of pupils. According to Tanzanian scholars [2], the compe-

tence 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 a constructive life strategy of a pupil and development of international and intercultural competence, social and interethnic tolerance, which are important for our multinational world. The conclusions of Irish scholars N. O'Sullivan and A. Burce are consistent, emphasizing the value of competency-based education for the humanization of relations in society, at the international and international levels: "education and upbringing based on the development of key competencies aimed at becoming of socially responsible individual, who is characterized by the attitude to oneself and another person as the highest individual and social value, awareness of the importance of cultural diversity of this world and the ability to support and improve the activities of social institutions" [4, p. 25]. Event analysis (analysis of the dynamics of events) of the educational process of experimental educational institutions shows that a person with social and civic competencies is able to be socially active and mobile, motivated to succeed and socially successful.

To prepare pupils for successful self-realization, it is necessary to involve them in full-fledged socially and morally activities. The activity approach motivates, encourages and provides exercise of the personality in the chosen kinds of activity. This approach considers pedagogical phenomena from the standpoint of a holistic study of all components of activity: goals, motives, actions, and operations, methods of regulation, correction, control and analysis of results. According to Indian researchers S. Sharma and R. Kumar, the activity approach requires an approach to 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" [5, p. 472]. These abilities directly affect the personal self-development of the pupil, his intellectual and spiritual maturity, optimization of his learning, readiness for professional work in adult life, openness to continuous improvement in the face of social change. That is why there is no doubt about the expediency of using the activity approach in the subject framework of the formation of a socially successful personality of the pupil.

It is important to note that personally oriented, competent and activity approaches are closely connected and have to be logically complemented and agreed to be implemented in educational practice. If a personally oriented approach allows pupil to better understand their own nature, their strengths and weaknesses and outlines vectors of personal self-improvement, and the purpose of the activity approach appears to transform the pupil into a subject of education and upbringing, then the competent approach must logically complete its transformation into a subject of social practices, that is, a successful activity in selected spheres of self-realization.

It is well-known that the educational process is recognized effective in the case of compliance with its final results defined targeted landmarks. In practice, the formation of a socially successful person such results

are the development of the qualities of a socially successful personality, the development of a system of socially positive attitudes and acquisitions necessary for competitiveness in the society of competencies. In view of the above, the transition from the "pedagogy of action" to "pedagogy of partnership", that is, a conscious systematic association of pupils' efforts, their parents, teachers and social partners of the educational institution in local communities in the formation of a socially successful pupil personality. This is ensured by the use of a product-technological approach that allows comprehensively solving social and educational problems, developing up-to-date tools to achieve an educational and upbringing goal, to identify and coordinate the stage of implementation of educational programs and projects. In this regard, Indonesia scientists A. Rahmawati, N. Suryani, M. Akhyar and S. Sukarmin emphasize that in modern conditions, technology becomes a dominant characteristic of human activity and means the transition to a qualitatively new degree of efficiency and optimality [6] that is why it is necessary on time to update resource provision of education institution, to provide its adequate use, minimize the impact of adverse circumstances on the pupil.

The common essential features of the formation of a socially successful pupil in the framework of all these approaches arises education, which is based on the dialogue and the creation of success situations, which contributes to the formation of a person with the maximum possible individualization capable of responsible to determine their own life goals and successful self-realization in society.

Conclusions. Experience of implementing the educational process of these methodological approaches allows us to make the following conclusions: the formation of a socially successful person occurs gradually

from the awareness of its own individuality and meaning of existence in society, receiving the first experience of social success in certain areas of activity to developed readiness to elaborate and implement their own vital projects; the final result of the implementation of the formation of a socially successful person should be clearly defined by valuable-semantic benchmarks, developed life competence of pupils, that is, a formed opportunity to successfully operate in a specific life situation.

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Курчатова А. В.

доктор філософії в галузі освіти,

старший викладач кафедри дошкільної освіти,

Миколаївський національний університет імені В. О. Сухомлинського

Шапочка К. А.

доктор філософії в галузі освіти, доцент,

доцент кафедри дошкільної освіти,

Миколаївський національний університет імені В. О. Сухомлинського

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ПІДГОТОВКА ВИХОВАТЕЛІВ ДО СУПРОВОДУ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В УМОВАХ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ В КОНТЕКСТІ ІДЕЙ В. О. СУХОМЛИНСЬКОГО