

DOI <https://doi.org/10.30525/2592-8813-2022-1-19>

NARRATIVE AS A MEANS OF FORMING A SOCIALLY SUCCESSFUL PERSONALITY OF A HIGH SCHOOL PUPIL

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Abstract. The article is dedicated to the role of narrative in the formation of a socially successful personality of a high school pupil. The objectives of the research are to summarize data on the narrative approach and methods of narrative, highlight the pedagogical potential of narrative methods and the successful experience of their implementation in the practice of forming a socially successful personality of high school pupils. Theoretical methods (analysis, reinterpretation and generalization of data) and empirical methods (event analysis, content analysis) were used in the research process.

The author clarifies the essence of the concepts of «socially successful personality of the pupil» and «narrative», the qualities and competencies of the pupil are emphasized which are necessary for social success, their development takes place through narrative methods. Based on the results, the importance of the narrative in the formation of a socially successful personality of a high school student is proved.

Key words: narrative approach, narrative method, oral history method, essay method, storytelling method, socially successful personality, high school pupil.

Introduction. In the modern education system of Ukraine it is important to educate high school pupil who are able to fully demonstrate their knowledge and skills during further study, realize themselves in professional self-determination, successfully achieve goals, be ready to overcome difficulties and adapt to various social changes, be competitive, focused and mobile in the complex changing realities of today. That is why the formation of a socially successful personality of high school pupils is currently an urgent task of general secondary education, which in the educational environment is solved by implementing various pedagogical tools, approaches, methods that make the educational process modern and interesting, create favorable conditions for discussion of various difficult life situations for pupils and their effective interaction with others, expand pupils' opportunities to work with information, activate the processes of reflection, self-control and self-education. Narrative is such a means of appealing to the consciousness and emotions of the growing generation.

The purpose and objectives of the research. Based on the abovementioned, the main purpose of our research is to determine the modern role of narrative in shaping the socially successful personality of high school pupils. Accordingly, our tasks are to summarize data on the narrative approach and methods of narrative, highlight the pedagogical potential of narrative methods and the successful experience of their implementation in the practice of forming a socially successful personality of high school pupils.

Research methods. To achieve the goal and the objectives of the research we used a set of different psychological and pedagogical methods. As method we meant «a way of knowing the reality being studied, which allows to solve problems and achieve the goal of search activity» (Honcharenko, 2008: 123).

In the process of research we used theoretical and empirical methods. The analysis of psychological and pedagogical literature was chosen as theoretical methods to clarify the essence of the basic concepts

of research «socially successful personality of the pupil» and «narrative», as well as reinterpretation and generalization of data obtained by working with high school pupils. Empirical methods were event analysis of educational practice, content analysis of reports of experimental educational institutions.

The research covered 482 high school students from Kyiv City, Kyiv, Vinnytsia, Mykolaiv, Odesa, Lviv and Ternopil regions.

Results of the research. The problem of forming a socially successful personality in recent years is the subject of scientific attention of representatives of psychological and pedagogical science. Researchers understand success as a certain result of personality activity (Mateiuk, 2012; Mykhailyshyn, Dovga, 2017), while social success is a systemic phenomenon characterized by a positive assessment of society, the presence of qualities and skills necessary for self-realization and continuous human development (Romanovskyi, 2011). In the context of our research, we consider *the socially successful personality of the pupil* as having basic knowledge concerning the phenomenon of social success and awareness of its value, it characterized by active life position, desire to learn and desire to influence social processes, skills and abilities to perform various social roles, is determined by the ability to self-development and social activity.

The formation of a socially successful personality in educational institutions involves the creation of conditions aimed at revealing the individuality of each pupil, his positive self-realization, education of his socially active and socially competent citizen of his country. In the process of forming a socially successful personality of a high school student, educational institutions use different approaches, forms, methods, ways and techniques of educational activities aimed at both self-improvement and development of knowledge and skills needed to take place in society.

Reseraches of modern psychological and pedagogical sources concerning the use of narrative in the educational process, allowed to obtain the following results. At present, the narrative is broadly defined as a metaphor for various forms of biography, which does not involve systematic methods of analysis and detailed recording, but at the same time has a narrower definition as a story concerning specific events of the past. The narrative «fixes the process of self-realization as a way of being a narrative text, the most important attributive its characteristic is its identity» (Isak, 2006: 37). In our research, «*narrative*» means a verbal act or verbal statement that is in fact a description of certain life events in a sequence that creates a single logical story.

Researchers Huk and Behta give «an example of a consistent narrative model in which the story goes through certain stages, complicating and enriching: the thesis – a summary of the text, the summary – is not always available in the story; orientation – information concerning the participants in the story, place of action, time and circumstances, conditions, situations in which the action unfolds; sequence of events / complications – the emergence of a problem-conflict, temporary changes in qualities, data in orientation; evaluation – the meaning and significance of actions + the position of the author-narrator to these actions; resolution / result – conflict resolution, restoration of balance; the code-return of the narrator is now from the time of the story» (Huk, Behta, 2020: 432).

Therefore, *the necessary conditions of the narrative* are the actors and the plot unfolded in time. *The idea of the narrative approach* in the educational process of general secondary education is that the construction and understanding of human life is based on stories that he tells himself or others. The approach in pedagogical research is considered to be «a set of ways, methods of considering something, influencing someone, attitude to someone or something» (Busel, 2003: 908). Thus, a certain approach used in the educational process affects its effectiveness. *The narrative approach* determines the focus on the pupil's understanding of his inner world, the pupil's self-awareness. At the same time, «the basis of pedagogical interaction is based on life examples, plots, sketches, stories that pupils learn, analyze, evaluate, try on, thus rethinking their own experience and modeling a new practice of life» (Kyrychenko, Necherda, Harbuziuk, Tarasova, 2019: 41).

The necessity for using a narrative approach is due to the need of the individual in self-knowledge

on the way to its formation. In this regard, Academician Bekh notes: «a growing individual must be able to understand both the inner world of another person and his own world, to trace their mental movements» (Bekh, 2020: 46). The narrative approach allows to increase the efficiency of the process of forming a socially successful personality of a high school pupil, because with its assistance the pupil gets the opportunity to study and summarize their own life experience, experience and draw conclusions from different life stories, gain reflection skills. «It is the narrative approach that creates the conditions for finding and understanding meanings in various forms and manifestations of life. With assistance of narrative, a person can comprehend broader, more complex and more differentiated contexts of his own experience» (Tymchuk, 2014: 358–359).

Note that, forming a socially successful personality, thanks to the narrative approach, you can not only reveal the experience of an individual, but also more deeply and vividly see the process of personality development. To this end, the modern teacher can use such narrative methods as oral history (the method of recording evidence, the result is the story of an eyewitness to a certain event or a person who has memories of the problem of success); life story (a particular period that can be traced back to a particular episode or situation related to social success); method of narrative interview (based on open-ended questions on the topic of social success); essays, etc.

Numerous types of oral and written works also meet *the conditions of the narrative*, in particular, literary ones, such as fairy tales, fables, myths, folklore stories, and everyday ones – true and fictional. Sometimes it is advisable to choose historical, philosophical and religious texts of interest to high school pupils, as well as biographies, autobiographies and memoirs of prominent personalities that will promote lasting interest in the stated topic, active independent cognitive activity and conscious self-education. The main attention of the teacher in applying the narrative approach should be focused on the development of critical and variable thinking of high school students, his ability to build logical and aesthetic oral and written text, adequate assessment of what is seen or read from the standpoint of universal values.

In the practice of forming a socially successful personality of a high school pupil, the narrative approach and narrative methods were implemented according to the program of the formative experiment of the Laboratory of Physical Development and Healthy Lifestyle of the Institute of Problems on Education of the National Academy of Pedagogical Sciences of Ukraine. One of the tasks of this program was to provide scientific and methodological support for the formation of a socially successful personality of high school pupils and experimental verification of its effectiveness. In our study, we will focus in more detail on those narrative methods that, according to the results of the experiment, were the most popular among high school pupils – the method of oral history, the method of essays and the method of storytelling.

One of them is such a narrative method as «digitized memories» or oral history. This method appeals to the consciousness and emotions of the younger generation, helps to live, experience, rethink certain situations of the past. Despite sufficient attention to this method by scientists in various fields of scientific knowledge, researchers have not yet developed a single interpretation of the concept of «oral history».

According to the Oral History Association (USA), it is a method of collecting, storing and interpreting the memories of people involved in past events (Oral history, 2019). One of the well-known researchers of this method is the British historian Thompson, who proposes to consider oral history as an interview, which captures the subjective knowledge of an individual about the era when he lived (Thompson, 2000: 29). In the context of our research, we understand the «*method of oral history*» as a method of recording testimony, its result is the story of an eyewitness, a person who has memories of the past concerning the stated topic. Currently, there are two types of oral history, which are distinguished depending on the purpose: biographical (narrative), ie a story concerning the history of life in a certain period of historical time, designed to clarify the subjective perception of the past of

his people; problematic (focused) – the study of personal experiences of a particular event, situation or phenomenon.

The method of oral history, in particular, its problematic variety, has shown its high efficiency in the practice of forming a socially successful personality of high school pupils, as it created opportunities for pupils to develop reflection and critical thinking, initiative, creativity and self-education both in school and outside, promote involving pupils to a system of constructive social relations. At first glance, the oral history method is a simple, honest translation of memories during an interview. However, it should be noted that oral history requires pupils to prepare thoroughly. In experimental institutions of general secondary education, the direct work concerning this method was preceded by a series of classes with elements of training. The package of information and methodological materials for conducting experimental work in educational institutions includes the basic rules of preparation for oral history. With their assistance, school psychologists conducted several classes under the common name «Oral History, or Theater of Two Actors», during it high school pupils had the opportunity to learn about the concept of oral history and its development in Ukraine and the world, basic rules of its preparation and discussion differences between oral history as a method of gathering information from a classic journalistic interview.

Regarding the differences, we note that the content of a journalistic interview is usually comments concerning the present, but the focus of oral history – personal views, memories and emotions of a particular person about a particular event, an interview with such a «witness» can last long – up to several hours so that the narrator could tell as many facts as possible, offer his view on the problem and reproduce different emotions. The result of the interview – «oral history» becomes a historical document available to the public, however, provided that the person who gave the interview agrees to its promulgation (publication).

While working on the method of oral history, high school pupils analyzed the content and procedural components of oral history: the correspondent must have the content, ie the topic (problem) which he is going to make a video or audio recording about, and information concerning the respondent, as well as be able to organize the process – get consent for an interview, meet with the narrator in advance to discuss possible issues, prepare a list of them, check the technique, arrange a meeting. However, first of all, the interviewer must have the appropriate level of communication skills – not to interrupt the respondent during the recording, to avoid objections and categorical statements, to be able to listen, to be able to capture the «body language» of the interlocutor. Thus, the text spoken by the narrator is strongly influenced by the correspondent: it determines the emotional tone of the survey, facial expressions or gestures can provoke the respondent to go deeper into detail or, conversely, avoid a topic, respectively, the method of oral history requires development of emotional intelligence.

In the open-ended mini-interviews, or problematic oral stories, «Success Stuck in Memory», high school pupils formed couples to test themselves in both the respondent and the correspondent roles. Corresponding pupils learned the correct organization of the recording: introduction, which mentions the names of the interviewer and the narrator, the date and place of the interview and its topic, coordination of its duration; correct setup and location of video and audio recording media; respect for the narrator's right to remain anonymous or refuse to discuss certain topics or answer questions; saving the received data.

Throughout their oral stories, respondents tried to recreate in the smallest possible detail of the situation that preceded the «success», to convey the emotions, thoughts, feelings that once covered them. At the same time, the corresponding pupils made standard mistakes: they arranged an «interrogation» trying to find out all the details and consequences, interrupted and expressed personal attitude to the narrators' words, distracted and lost the conversation, ended the interview suddenly, which contradicted the basic principle of oral history – the respondent's comfort, both physical and psychological.

The greatest difficulties were caused by high school pupils preparing questions and filling in pauses. The pupils found out that there are no standard questions, as it all depends on the narrator's personality and the topic of the story, only clarifying questions (for example, «What exactly do you mean?») or motivating questions («And what happened next?»), if there is a pause during the interview. Correspondents learned to support respondents with gestures and facial expressions and use neutral words of encouragement («I understand», «yes, of course», «really»).

After discussing the current and final impressions with pupils, the high school pupils were asked to prepare an oral history «The right to respect is an important step towards success». We received oral stories concerning the most pressing issues for high school pupils: the right to privacy (choice of friends and loved ones), the right to respect for property (things and money), the right to secrecy (diaries, correspondence on social networks), the right to be yourself (clothes, hairstyle, hobbies), the right to make a mistake and its correction, etc.

The logical conclusion of the work on the method of oral history was the «Box of Success» with written recommendations of high school pupils to their peers, in particular: be prepared for the fact that all people are different, but they are all worthy of respect; learn to accept people as they are, and do not try to change in them what you do not like; value each person's personality and respect their identity, regardless of whether their thoughts, feelings, beliefs, aspirations coincide with yours. Separately, the pupils themselves proposed to open a «Box for a successful family», which received the following proposals: to respect the pupil – is to consider him a person and recognize his right to make decisions; any role or work is worthy of respect; the student has the right to vote in solving family problems; for success a growing person does not need a leader, it is important for her to have a helper, adviser, like-minded person.

Event analysis of educational practice showed that the role of the method of oral history in the formation of socially successful personality of high school pupils is also important because of the significant psychological and therapeutic effect. Due to their age, high school pupils trust their peers more than adults. It is much easier for pupils to open the way of help, participation with other people, support and patronage, to promote the development of initiative and skills of teamwork in high school pupils, provided their creative interaction. «Oral history» as a final product is created by two people and is actually the result of joint activities of two students-partners – the narrator (respondent) and the researcher who organizes and conducts interviews (correspondent). Productive interaction of two pupils preparing a «play» allows them to become co-authors, who together gain experience of team work with speech and memory, sound and space, and contributes to the formation of important qualities of socially successful personality – attentiveness, tolerance, punctuality, responsibility.

Instead, *the essay* is an individual work of the pupil, which gives the opportunity to demonstrate non-standard creative understanding of high school students of certain situations and phenomena. Foreign researchers consider essays to be an effective method of developing logical and variable thinking, skills to structure information and systematize their ideas (Nafees, 2018: 5). The method of essay, according to the scientist Opaliuk, activates the processes of reflection and self-knowledge of pupils, ensures the development of creativity and analytical thinking (Opaliuk, 2020: 24).

In our research, *an essay* is a short essay concerning a specific issue or problem that contains elements of ideas and concepts from different fields of science or public life, as well as the author's own experience, emotions and impressions. An interesting and relevant topic for students is *a necessary condition for the success of essay writing* in educational institutions. The package of information and methodological materials for experimental work with high school pupils includes basic rules of preparation for writing an essay. Based on these rules, class teachers with the help of school psychologists held a workshop concerning essay preparation.

During the workshop *the signs of «quality» essay* were identified: small volume; availability of a specific topic; personal nature of perception and comprehension of the problem; internal semantic

unity; ease of storytelling; paradoxicality; the meaning should be highlighted based on the conceptual apparatus and theoretical content of a particular science, etc. The peculiarities of the wording of the essay topics were also discussed with the pupils: it is desirable to formulate the theme as an aphorism, a vivid statement, a paradoxical statement of a philosopher, writer, famous figure, scientist; the topic should be problematic, ie its content should provide for the possibility of ambiguous interpretation and evaluation.

The choice of topic was made using an electronic «trust box», where high school pupils sent options for topics, for example: Success is a movement from failure to failure without loss of enthusiasm. Success will not come to you, you must reach it yourself. Success is not so much what we have as what we become as a result. Success is not the key to happiness, happiness is the key to success. Success comes to those who do what they love most. Success is self-realization and victory over oneself. Success is the freedom to be yourself. Success is a positive mark on Earth. According to the results, the topic «There is no way to success. Success is the way».

The essay evaluation criteria were the logic of the presentation, the objectivity of the arguments, the ability to identify the main idea, model situations, evaluate their activities, think critically and creatively, and have their own style. After the presentation of successful essays, the stated topic was discussed, during which high school students made the following conclusions: the key to success is everyone's own, and there is no universal «recipe» for success, there are also different ways to achieve it; success can be associated with luck, but success is definitely the result of hard work. High school pupils also noted that each person has those traits that hinder success, and those that contribute to this, among such students named endurance and strong willpower as the key to success.

As a result of high school pupils' essay work, storytelling «Success Stories» was introduced. *The storytelling method* is education through instructive stories and is in fact an educational conversation – one of the most traditional ways of exercising educational influence through narrative.

The method of storytelling involves compliance with the following requirements so that education through instructive stories does not turn into a monologue in its form: the use of interesting information for this age group of students; clear logical structure of the conversation and effective presentation of the material with the help of vivid emotional images; adherence to the principles of humanization and democratization of pupil-teacher relations; selecting such issues for discussion that may provoke pupils to be open and honest during the discussion; use of personality-oriented approach in order to make the content of the conversation personally meaningful for each student (taking into account the individual characteristics of students, the religion of the audience); combination of dialogues and simulation-game activities; the opportunity to connect storytelling material with the real life of the class and the problems of high school pupils.

Storytelling «Success Stories» aimed to show with the help of modern digital resources the life stories of famous people who, despite many failures, have achieved worldwide fame and recognition (Joan Rowling, Stephen King, Donald Trump, Thomas Edison, Steve Jobs, George Soros, Jan Krum and others). The presentation of each story ended with pupils' reflection and drawing parallels between the success story of a famous person and real life events of high school pupils.

The idea of the storytelling «Success Stories» was as follows: most successful people today were unknown yesterday and fought for their success through significant obstacles and «blows of fate», but today they are role models. That is why life crises should not be a trigger for depression and despair, but for new achievements and the first successful steps towards success. Thus, the method of storytelling contributed to the formation of the qualities of a socially successful personality of a high school pupil – perseverance, responsibility, purposefulness, self-control, tolerance and skills of critical reflection and self-formulation, as well as pupils' ability to see «positive perspective» and build their own step-by-step strategy.

Content analysis of reports of experimental secondary schools has shown the widespread use and powerful potential of narrative methods to form a socially successful personality of high school pupils: students strive to be successful, become able to solve various complex life problems, more socialized and adapted to peers.

Discussion. Thus, the formation of a socially successful personality of a high school pupil by means of narrative is a problem both relevant to modern psychological and pedagogical science, and complex and multifaceted for its practical solution. Note that nowadays there is a lack of domestic and foreign psychological and pedagogical research that would reveal the role of narrative in shaping the socially successful personality of high school students. However, some aspects of this issue are analyzed in our previous work, in particular, the «requirements» of narrative methods to the teacher (error-free study and accurate transfer of educational content, the ability to «dry information» in living clothes, make it attractive and personally meaningful (Kyrychenko, Necherda, Harbuziuk, Tarasova, 2019: 40), outlines the conditions for effective implementation of narrative methods in general secondary education (Necherda, Kyrychenko, 2019: 122–123), highlights the potential of the method of oral history in the education of adolescents and young people (Necherda, 2018), as well as the basic provisions of the narrative approach in the formation of socially successful personality of high school students and noted the importance of partnership between students and teachers in the use of narrative methods (Necherda, 2021).

We share the scientific position of the researcher Uniat on the importance of a narrative approach to finding solutions to various life situations and understanding of the growing personality of the future: «With assistance of narrative as a story about himself, the individual organizes his experience temporally and logically, highlighting the beginning (past), middle (present), end (future). In the present and even in the past, which is constantly reinterpreted, the future is created. Such a continuous biographical dynamics, characteristic of the narrative, makes it possible for a person to study the peculiarities of constructing the future» (Uniat, 2011: 114).

The scientific position of foreign scholars is unanimous, who consider narrative a powerful means of educating a competitive individual who is able to set goals and see the future (Nafees, 2018; Opaliuk, 2020; Thompson, 2000). There is a similar opinion about the content of narrative in researchers (Booker, 2005; Hutsol, 2016), who consider narrativization as a mechanism that allows to transform external events into internal experiences of the individual by arranging them according to the narrative text. In this regard, we consider the conclusions of the scientist Hutsol, that the narrative plays a significant role in the process of self-design, it allows the transformation of disordered life events in a certain sequence, built according to the general life concept of personality (Hutsol, 2016: 35). Thus, the narrative can be considered as a leading discursive practice of self-design of the individual, which, in our opinion, is especially important for the formation of social success.

Event analysis of educational practice of experimental secondary schools showed that in the process of forming a socially successful personality through narrative high school students were able to reflect on important moments of their development, awareness of their own ups and downs, their causes, importance for self-realization and socialization of relevant qualities and competencies, intellectual and spiritual resources. At the same time, students were able to get to know themselves better, because: «the function of narrative as a means of personal self-development is to identify the content of experience that was not accepted and that its rethinking leads to a holistic perception of one's life and self» (Shylovska, 2003: 4).

Conclusions. Therefore, a modern high school pupils must be a person with an active life position and established moral and ethical principles, who is able to combine the desire for their own success and service to society and the state. The upbringing of such a person is more effective in terms of methodological reflection of classical pedagogical heritage, as well as understanding and implementation of approaches and methods of modern pedagogy, including narrative, which assists to build educational dialogue or monologue, appeal to pupils' consciousness and self-awareness.

The introduction of narrative approach and narrative methods in the practice of general secondary education allows to make the educational process modern and interesting, creates favorable conditions for discussing various difficult life situations and effective interaction of students with others, expands their opportunities to work with information, activates reflection processes in adolescents, self-control and self-education necessary for life and social success.

As a result, the use of narratives in the formation of socially successful personality of high school students contributes to the realization of various emotional and behavioral alternatives, the formation of a positive worldview, the ability to express, critically comprehend and defend their own opinions, experience freedom of choice when creating their own history or interpretations and reflections on various texts.

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