

Kyrychenko V. I.
Ph.D. in Pedagogic Sciences,
Leading Researcher of the Laboratory
of Physical Development and Healthy Lifestyle
*Institute of Problems on Education of the
National Academy of Pedagogical Sciences of Ukraine
Kyiv, Ukraine*

Necherda V. B.
Ph.D. in Pedagogic Sciences,
Senior Researcher of the Laboratory
of Physical Development and Healthy Lifestyle
*Institute of Problems on Education of the
National Academy of Pedagogical Sciences of Ukraine
Kyiv, Ukraine*

FORMATION OF PUPIL SUCCESSFULNESS IN CONDITIONS OF POST-WAR REALITY: TO THE PROBLEM OF RESEARCH

Transformations in the socio-political, economic and cultural spheres, catalyzed by Russia's military aggression against the Ukrainian people, have prioritized the necessity to understand the values of life for society in general and the values of success for a safe and happy life of every individual. The humanistic vector of development of educational processes in Ukraine draws increased attention of pedagogical science to issues of value orientation of pupils in the post-war life of Ukrainian society, forming the basis of life success of high school pupils in 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 in their abilities, competitive professionals, active participants in the democratic restoration of the state. The Concept of Development of Education of Ukraine for the period 2015-2025, the Concept of Implementation of State Policy in the Sphere of Reforming General Secondary Education «New Ukrainian School» for the period up to 2029, the Program «New Ukrainian School in Progress to Values» emphasizes the important role of general education institutions in providing conditions for the disclosure of personal potential, self-development of pupils in accordance with their preferences and abilities, promoting their value-meaning life self-determination, volitional hardening, prosocial self-realization and success in life.

Reflection of modern trends in pedagogical science and mass educational practice, allowed to formulate a number of contradictions between:

- the objective necessity of the post-war society for responsible, proactive, open to change and self-confident, optimistic and successful individuals and insufficient development of organizational and methodological aspects of their formation in the post-war reality;

- formal recognition of the necessity for theoretical justification of practice-oriented models and mechanisms for the formation of life success of high school pupils and a limited amount of research concerning this issue;

- the desire of high school pupils to streamline the system of values and meaning of life, the acquisition of qualities and competencies of a successful personality and the lack of educational and methodological support for their formation in the realities of socio-economic life of post-war society.

The outlined contradictions allowed to determine the topic of this research.



It should be noted that, unlike success, which is a definite, sometimes isolated, result of activity, life successfulness is a systemic phenomenon that involves the constant development of qualities and competencies needed to achieve a significant result for the individual, as well as continuous self-improvement. Thus, the concept of «successfulness in life» is more subjective than the concept of «success» [2]. This subjectivity is considered in connection with the life project, plans and tasks of the individual. Life success is both a result and a public assessment of the result (results) of a life project. It cannot be considered in isolation from the works or actions of the individual envisaged by the project, which are assessed as successful and recognized. Life successfulness is an important criterion for the effectiveness of a life project, its significance for the people around the individual [3].

Only a mature person can build a life project and choose strategies for its implementation in the harsh realities of post-war society, based on their own awareness and experience of organizing the system of life values, understanding the importance of charity and prosocial activity, life optimism, individual needs and requests. Speaking of life successfulness, it is impossible to ignore the significance for the person's achievements in important areas of life. This is facilitated by personality-oriented education, based on the recognition of the self-worth of pupils, ensuring their freedom of expression and self-development, independent acquisition of their own experience of life success. Only the success of a young person forms in him sufficient faith in himself and on this basis – the desire to become better. «Success education, assistance in the desire of the pupil to meet the need for a worthy place in the team of peers – the way to create a trusting relationship of creative community of adults and children. Only under such conditions the growing personality is ready to perceive educational influences and respond properly to them» [1, p. 35].



Analysis of psychological and pedagogical sources [4; 5] and mass educational practice in the most difficult times of society (military aggression, economic crises, environmental cataclysms, etc.) proves the possibility of modeling the necessary conditions for the formation of life successfulness of high school pupils, selection of adequate methods and technologies for such landmarks. A pupil can become vitally successful only in the environment where his basic rights are ensured, physically and psychologically comfortable and safe living conditions are created that can nurture his life optimism and motivate him to actively work to achieve their own and social well-being, life successfulness in general. The formation of pupil life successfulness occurs during the internalization of knowledge concerning the risks and opportunities of the modern world and the peculiarities of their own psychoneurological development, delaborating an adequate assessment of the realities of the world, positive self-esteem, optimism and motivation to be successful, free choice of sphere of activities according to desires, preferences and abilities and is mediated by mutual understanding and cooperation, subject-subject interaction with adults and peers on the basis of initiative, perseverance, creativity, flexibility, resilience and personal responsibility.

The formation of life successfulness of high school pupils in general secondary education is a long-term process of implementing coordinated educational influences on the individual, which ensure the achievement of certain results. They are implemented during the implementation of practice-oriented models and mechanisms for the formation of life successfulness, which allow to create a safe educational environment in the educational institution, which contributes to maintaining and strengthening physical, mental, spiritual and social health of pupils, development of life optimism, knowledge, skills and



abilities to maintain one's own health, necessary for successful socialization and achievement of one's own success in life in inseparable connection with social well-being.

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