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## DEVELOPMENT OF THE ABILITY OF SENIOR SCHOOL PUPILS TO COOPERATE IN THE CONTEXT OF FORMING LIFE SUCCESSFULNESS

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**Abstract.** *The author outlined the main features of cooperation, noted the necessity for the ability to cooperate to form the life successfulness of a modern senior school pupil, and clarifies the concept of "pupil's ability to cooperate". The research considered the theoretical and practical aspects of the development of the ability to cooperate in pupils, noted that the development of the ability to cooperate acquires particular importance in senior school age, and the researcher also noted the principles of prosociality and assertiveness, which are important for the social adaptation of school graduates, their harmonious interaction with the surrounding world, and productive cooperation.*

*The proposed research highlighted effective means of developing cooperation skills in modern senior school pupils, in particular, game technologies (quests and role-playing games), art technologies, in particular, playback theater, methods of conversation, scribing, infographics, and focuses on creating "success situations" that created conditions for pupils to reveal their creative abilities, social activity, initiative, assisted to gain experience in constructive communication with peers and teamwork. Based on the obtained results, it was noted that practices for developing cooperation skills in senior school pupils contributed to the emergence of positive emotions, the activation of both the intellectual and spiritual potential of pupils, their understanding of socially significant values, and the formation of those competencies that assist cooperation and adaptation in the educational environment and society.*

**Keywords:** *cooperation, assertiveness, prosociality, life successfulness, senior school pupil, game technologies, art technologies, scribing method, infographic method, conversation.*

### Introduction.

A modern senior school pupil must possess the skills that will allow him to be competitive in his future adult life, ready for various social challenges and successful in life: to plan and systematically carry out the planned, to be capable of team work, to be able to search and process information, to effectively solve problems, to be able to communicate and defend his own point of view.

That is why one of the important skills of a successful person in life is the *ability to cooperate*. After all, fundamental changes in various aspects of life, technological progress and globalization of recent decades have put forward many requirements for the individual, among this topics "the ability to cooperate with other people is an



absolute requirement, their fulfillment is necessary for a modern person to survive in a changing world" [3, p. 204].

### **Analysis of recent research and publications.**

Modern researchers [2; 3; 4; 5] understand *cooperation* (from the Latin cooperatio) as a form of interaction which two parties, pursuing common interests, reach an agreement and try to realize common goals in. Cooperation is essentially *the opposite of competition*, that is, the confrontation of goals and interests and the desire to achieve an individual goal. Greek scientists define cooperation as "communication with additional competencies related to resolving conflicts and problems, making decisions and the ability to agree and negotiate" [1].

Malaysian researchers emphasize that the development of students' ability to cooperate is an effective means of improving the quality of national education, as it is accompanied by a "warming" of the social microclimate in an educational institution and an increase in academic performance: according to the results of their research, "pupils are stimulated in reflection and creative thinking skills, interpersonal relationships and motivation to be successful are strengthened; cooperation affects a wide range of pupils' abilities, increasing their productivity through the cognitive, psycho-emotional and behavioral spheres" [2].

Finnish scientists note that the development of pupils' ability to cooperate is the key to their future effective social adaptation in adulthood, and therefore, first of all, it is necessary to form a positive attitude towards cooperation in them [4]. According to Indonesian researchers, the optimal means of improving cooperation skills is the integration of group discussion methods and group project [5, p. 481].

**Purpose of the research.** Based on the abovementioned, *the purpose of the research* is to substantiate the necessity to develop the ability to cooperate in senior school pupils in the context of shaping their life successfulness and to highlight effective means of developing the ability to cooperate and their implementation in the educational process of secondary education institutions.

**Presentation of the main material.** We consider the development of senior school pupils' ability to cooperate to be one of *the key aspects of shaping the life*



*successfulness of students of secondary education institutions*, whereas the development of this skill will contribute to increasing senior school pupils' self-confidence and belief in their own abilities; actualization of the internal resources of the senior school pupil's personality; formation of pupils' skills to directly and openly express their feelings and thoughts, adequately criticize and perceive criticism addressed to them; will allow pupils to distinguish between destructive and constructive, socially acceptable manifestations of personality and to realize the importance of a person's inner world, their basic rights and freedoms.

According to the results of theoretical analysis of modern psychological and pedagogical sources [1; 2; 3; 4; 5] we consider it appropriate to clarify the concept of "*pupil's ability to cooperate*" as an integrative, dynamic skill of a pupil to responsibly perform their functions and obligations, to take the initiative in solving problems and solve them independently, to effectively interact to achieve a common result, to work in a team, showing social activity, mobility, tolerance and flexibility.

The development of the ability to cooperate becomes especially important in *the senior school age*, which is characterized by the search for one's own self, the emergence of new social needs (personal and social self-determination, autonomy, independence), reflection on one's own life path, the desire for self-realization, and readiness for vitally important choices. This is the age of the pupil's personality entering a new social position – a conscious attitude towards oneself as a member of society and a participant in democratic changes in the state and its post-war restoration. That is why *the development of the ability to cooperate should be based* on the values of national statehood and national identity, as well as on the principles of *prosociality and assertiveness*, which we consider important for the social adaptation of school graduates, their harmonious interaction with the surrounding world, and personal self-affirmation in society.

In addition, during the Russian-Ukrainian war, it is extremely necessary to patriotically educate the younger generation, to educate a person with an active life position, who is open to the world, to its anxieties and problems, capable of expressing his will in favor of his people, his state. Patriotism as a manifestation of love for the



motherland and at the same time a manifestation of responsibility to the heroes of our present and past for the present and future of our land is one of the main motives of prosociality. The concept of "*prosociality*" (the Latin prefix means "for, for, on the side, in the interests of someone, for the benefit of someone or something") reflects the positive connection between a person and society. In fact, prosociality is a strategy of interaction between a person and the world that orients a person towards his own and social well-being. Its manifestations are assistance, support, altruism, cooperation, as well as mutual relationships of empathy and solidarity.

The term "*assertiveness*" comes from the word "*assertive*" (perseverant, self-confident). The phenomenon of assertiveness is considered in the context of various life meanings, in particular, tolerance, leadership, resilience, social competence. Assertiveness includes at the same time a positive attitude towards oneself and others, the ability to express oneself, a sense of inner strength, tolerance for the differences of other people, and a willingness to accept a different point of view and allow other people to choose their own lifestyle and behavior while limiting such negative phenomena as violence and asocial actions. The attitude towards assertiveness manifests itself as an active life position, which involves the protection of one's rights and the rights of any person and a negative attitude towards humiliation, restriction of one's interests and rights, manifestations of aggression, manipulation and pressure as unacceptable in a civilized society. Assertiveness is the confident behavior of a mature individual, capable of emotional balance and self-respect.

Therefore, the development of pupils' ability to cooperate involves the formation of prosocial and assertiveness skills in them, which are important for achieving a reasonable compromise and realizing the set goal during team activities. We note that effective means of developing cooperation skills in modern senior school pupils are *gaming technologies*, including *quests* and *role-playing games*, which create an atmosphere of trust, mutual attention and goodwill, contribute to the development of creativity, deep introspection and self-control, and the semantic and emotional deepening of relationships between senior school pupils.

The role-playing game "*Prosociality: A Test for Everyone*" proved to be effective



in developing the ability to cooperate. A certain practical situation was played out with pupils, dedicated to the problem of prosociality: they were given the opportunity to present a situation with several options for its ending (positive and negative) and, together with pupils, each ending of the story was analyzed in terms of prosociality or its absence, noting what qualities certain characters possess or should possess. At the same time, pupils were asked to recall which life situations in they themselves recently demonstrated prosociality, with the argumentation of their opinion.

In the context of developing the ability of senior school pupils to cooperate, we consider it advisable to conduct *quests* aimed at fostering self-confidence, purposefulness, responsibility and perseverance of pupils, forming leadership qualities and organizational skills in them, increasing their motivation for worthy and reasoned protection of their rights and positive self-realization, encouraging them to constructive social relationships and cooperation. For example, the quest "*Assertiveness – my "golden mean"*" was aimed at developing the assertiveness of senior school pupils as an important factor of their personal potential and a necessary condition for the ability to cooperate, choose a life path, profession and model of life successfulness. According to the terms of the quest, pupils of 10th-11th grades were divided into teams of 4-5 people. Each team received a route sheet, which marked the stations on the way to the destination – assertiveness: "Passive behavior and indecision", "Aggression in relationships", "Manipulation", "Confidence and social courage", etc. Passing certain stations, participants performed tasks in the allotted time and received cards-symbols of behavior management. A mandatory condition of the quest was passing the stations in the order indicated on the route sheets.

In the context of developing pupils' ability to cooperate, we also consider *the conversation method* to be important. The conversation "*Prosociality – in me and around*" was dedicated to the harsh conditions of wartime – a time of heroism and self-sacrifice of the Ukrainian people, when not only the role of the army, but also of civil society, which is consolidating to fight for its land, its freedom and its ideals, and thus forms a heroic image of Ukraine in the eyes of the whole world, has grown significantly. The following questions were discussed with the pupils: 1) what



examples of Ukrainian society (friendship, mutual care and concern, volunteerism, sacrifice, mercy, etc.) they read, heard, or saw during the Russian-Ukrainian war motivate them to be prosocial and act prosocially; 2) which famous contemporary personalities do they consider prosocial and why; 3) which prosocial personalities unknown to the general public they would like to tell about; 4) why one of the qualities of a prosocial and assertive personality capable of cooperation is tolerance; 5) is tolerance inherent in the Ukrainian mentality and if so, why.

We also consider it natural to introduce *the scribing method* – the creation of schematic drawings, which contributed to a deeper awareness of the category of assertiveness, its advantages for a modern senior school pupil and its importance for effective cooperation. Together with pupils, a "portrait" of an assertive person was "drawn" and the details of this "portrait" were discussed: features of posture, gait, facial expression and mimicry, voice, gaze, speech, body movements, body position on a chair, etc. During *the role-playing game*, pupils had the opportunity to feel like such a person, presenting this image to the class. In the same way, a "portrait" of an unassertive person was created and analyzed what emotions the first and second person experience, and what exactly they broadcast to others. During the final conversation, pupils considered the following questions: 1) what difficulties in interpersonal relationships can an unassertive person expect? 2) Can an assertive person face such problems? 3) If not, what problems might they face?

The possibilities of *the infographic method* – visual presentation of information (text and graphic images) were also used for a deeper understanding of the importance of cooperation in the modern world and the ability of pupils to cooperate. The infographic "Our ability to cooperate" was aimed at raising pupils' awareness of their own rights and freedoms, developing self-esteem and respect for others, and skills in preventing and overcoming conflicts.

*Art therapy technologies*, in particular, school theater, which activates the creative potential of pupils, also showed their productivity in developing pupils' ability to cooperate. Forum theater, playback theater, and journalistic performance provide an opportunity to value individuality, overcome self-doubt, show initiative, develop





respect for others and self-esteem, constructively resolve conflict situations, be responsible for completing "one's" task and for the results of joint work. Using *playback theater technology*, pupils created an interactive improvisational performance "Trace of prosociality in my life." The "screenplay" for senior school pupils was those life situations of their viewers that impressed them with the prosocial act of a certain person and caused emotional upheaval. In stage form, these stories were "lived" and "returned" to the audience. Various experiences, various joys and difficulties that the actors broadcast emphasized the value of each person and the uniqueness of their inner world.

The introduction of art technologies, in particular, theatrical ones, into the practice of developing the ability to cooperate in senior school pupils contributed to the creation of "situations of success" that assisted forming self-discipline in pupils, openness to the new, their aspirations for self-improvement and expansion of their creative capabilities, and also ensured a decrease in manifestations of deviance in pupils' relationships with peers and adults, the elasticity of pupils' psyches, their mobility and authenticity – the ability to be themselves.

### **Conclusions.**

Thus, the development of the ability to cooperate as an important skill of a life successful personality of a senior school pupil ensures that pupils develop an active life position, freedom of expression, democracy, and the desire to be successful in life.

Practices for developing the ability to cooperate in senior school pupils contributed to the activation of their intellectual and spiritual potential, overcoming psychological barriers that prevent them from adequately responding to existential challenges, and the formation of those competencies that turn a potential "victim of circumstances" into a winner and a successful personality in life.

The prospects for further research in this direction are associated with highlighting the successful experience of implementing methods of influence on the existential sphere, in particular, the method of moral dilemmas, as well as narrative methods, in particular, such a method as "oral history" in the process of developing students' ability to cooperate.



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