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PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF BECOMING A SOCIALLY SUCCESSFUL PERSONALITY IN THE PROCESS OF STUDY AT GEE

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The article deals with the meaning of the notions of “a socially successful personality”, “the teacher’s readiness to form a socially successful personality”; the formation criteria of components of the specified readiness are characterized, namely a motivational, theoretical, operational and a social one; the psychological and pedagogical facilitation of the process of becoming a socially successful personality at GEE is presented, as well as the achievements of a psychological and pedagogical experiment of a nationwide level, aimed at formation of a socially successful personality.

Key words: *socially successful personality, intellectual and creative abilities of a personality, motivational, theoretical, operational and social components of a teacher’s readiness to form a socially successful personality, interactive teaching methods.*

У статті розкрито зміст понять «успішна у соціумі особистість», «готовність вчителя до формування успішної у соціумі особистості»; охарактеризовано критерії сформованості компонентів зазначеної готовності: мотиваційного, теоретичного, операційного та соціального; презентовано психолого-педагогічне забезпечення процесу становлення успішної у соціумі особистості у ЗНЗ, представлено досягнення психолого-педагогічного експерименту всеукраїнського рівня, спрямованого на становлення успішної у соціумі особистості.

Ключові слова: *успішна у соціумі особистість, інтелектуально-творчі уміння особистості, мотиваційний, теоретичний, операційний та соціальний компоненти готовності вчителя до формування успішної у соціумі особистості, інтерактивні методи навчання.*

МЫТНИК А.Я. ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ СТАНОВЛЕНИЯ УСПЕШНОЙ В СОЦИУМЕ ЛИЧНОСТИ В ПРОЦЕССЕ ОБУЧЕНИЯ В ЗНЗ

В статье раскрыто содержание понятий «успешная в социуме личность», «готовность учителя к формированию успешной в социуме личности»; охарактеризованы критерии сформированности компонентов указанной готовности: мотивационного, теоретического, операционного и социального; представлены психолого-педагогическое обеспечение процесса становления успешной в социуме личности в ЗНЗ, представлены достижения психолого-педагогического эксперимента всеукраинского уровня, направленного на становление успешной в социуме личности.

Ключевые слова: *успешная в социуме личность, интеллектуально-творческие способности личности, мотивационный, теоретический, операционный и социальный компоненты готовности учителя к формированию успешной в социуме личности, интерактивные методы обучения.*

Modern society is changing quite fast; it is hard to predict even the nearest future. Therefore, it is impossible to predict which kind of knowledge a graduate may require in his life, and which he won't. It's important for today's graduate to possess a thinking capacity, an ability to get and process the information, to analyze the situation, to properly evaluate the results, be always clear in presenting his views to people around him, be able to constructively interact with others, which requires a high discipline of the mind. Thus, the ability to think and constructively interact with others is necessary for each person to succeed in society.

In research they mostly identify the process of becoming a socially successful personality with nurturing such qualities as tolerance,

compassion, perseverance, determination, as well as the culture of conduct. (I. Bekh [1], L. Bozhovich [2], J. Kolominskij [6])

Based on research of J. Guilford [12], D. Kuhn [13], A. Osborn [14], R. Sternberg [15], we believe that the most important mechanism of becoming a socially successful personality within the GEE's teaching and educational process is the development of the pupils' ability to think. Let us prove this thesis.

The ability to think is the basis of moral reflection as a part of the culture of behavior. Moral reflection is a qualitative characteristic of the personality, able to comprehend and evaluate his own actions. Moral reflection is a characteristic feature of a highly-developed personality, for it is an expression of a human's need for self-evaluation (including that



in the form of self-punishment). The second component of moral reflection is an individual's ability to exercise ethical self-control. Based on the above, the ability to think, to reflect significantly affects the formation of speech culture, ethical culture, culture of behavior, which in turn determine the success of an individual in society.

The aim of the article is to disclose the essence of a socially successful personality, along with the teacher's readiness to form such a personality; to present the psychological and educational facilitation of the process of becoming a socially successful personality at GEE.

The socially successful personality is, in our opinion, a person able to create in his future activities material and spiritual values, to change social life and himself for the better, to analyze and evaluate the consequences of these changes, to prove the value of his own thoughts to others. Such a personality has to possess certain knowledge, skills and qualities. Let us reveal their nature.

Knowledge should be a clear system of interconnected components, that is, to be an instrument of the objective world cognition. To perform the process of learning, a pupil has to have intellectual and creative abilities, in addition to a coherent system of knowledge. We believe that *the intellectual and creative skills* of an individual are the ability to successfully implement common mental actions (analysis, synthesis, comparison, analogy, classification and systematization of concepts and facts), to establish causal links using systematic knowledge obtained from the school subjects while creating one's own products of cognitive activity. It is the above-mentioned skills that are the foundation of the ability to think. We refer to the intellectual and creative abilities of a personality the following: 1) the ability to plan one's actions several steps ahead; 2) the ability to reflect; 3) the ability to prove one's own opinion; 4) the ability to create one's own "products", namely stories, poems, etc., using educational material. In order to teach each pupil to generate his own creative "products" it is important for a teacher to foresee the pupil's self-analysis of his own thinking process, which is based on the ability to detect mistakes, to understand and correct them. To be successful in society, a child should be able to constructively interact with others.

The ability to constructively interact with others is characterized by a high level of discipline of the mind, which means, on the one hand, the ability to convincingly prove one's own point of view and to persuade of its correctness, and on the other hand the ability to

listen to and understand the partner's position, as well as to estimate one's own ideas from the partner's point of view, that is, their validity or falsity, rationality or irrationality, etc.; then compare the expressed ideas (hypotheses) together with the partner, evaluate them and select an optimal (rational, true, etc.) one.

To ensure the successful formation of a socially successful personality in the educational process, the teacher is required to have his readiness to implement the given process formed. By analyzing the works of L. Kadchenko [4], L. Kondrashova [7], G. Trotsko [11], we examine the teacher's readiness to form a socially successful personality as a comprehensive characteristic of the individual who possesses the theory and mechanism of implementation of this work and is effectively exercising it. Let us describe the formation criteria of the components of this readiness, a motivational, theoretical, operational and social one.

The main formation criteria of **a motivational component of this readiness** are:

- the availability of cognitive interest in pedagogy, psychology and teaching methods of professional disciplines;
- the desire to create "one's own products of activity": various tasks in mathematics, Ukrainian language, etc.;
- aspiration to self-education and self-development.

The main formation criteria of **the theoretical and operational components of this readiness** are:

- proficiency in the methods of work on logically-laden tasks in classes in subjects of humanitarian and natural-mathematical cycles, on tasks related to the content of the Logic course, on tasks of a combined nature in mathematics, Ukrainian language, etc. [8; 9];
- availability of knowledge about the interactive teaching methods, about logically-laden tasks, tasks of a combined character and the skills of their usage in educational process [10];
- an over situational level of pedagogical thinking;
- the ability to generate "one's own creative products", namely various assignments of a developing character (assignments in mathematics, Ukrainian language, logic), scientific and methodical works.

We consider the teacher's pedagogical thinking according to M. Kashapov [5] on two levels, a situational and an over situational one.

We provide the description of a teacher as an active subject with a certain dominating level of thinking.

At the end of his study at high school the teacher with a predominant **situational level of thinking** learns certain principles and rules of academic work, which he considers constant. Such a teacher is unable to overcome stereotypes regarding the educational activities and prefers reproductive methods of work; he is inclined to once write down the lesson summaries of the subjects he is teaching, and to constantly use them.

The teacher with a prevailing **over situational level of thinking** always analyzes the teaching situation, is able to “go beyond” the specific situation, prefers interactive teaching methods; is able to think originally, that is to see the object from a qualitatively new perspective; he possesses social perception, is able to accept the motives, feelings and worries of a pupil, can reveal the hidden motives of a pupil’s act, has an advanced flexibility of thinking; he is always concerned about the professional and personal improvement.

The main formation criteria of **a social component of this readiness** are:

- proficiency in teaching technique [7];
- availability of professionally significant qualities, namely charm, dynamism of personality, empathy, emotional stability [7];
- an individual’s focus on self-perfection in the process of interaction with others.

Let us describe the psychological and pedagogical support for the process of formation of a socially successful personality at GEE. For this purpose, let us present the psychological and pedagogical conditions, the implementation of which in the educational process of GEE, in our opinion, affects the effectiveness of formation of a socially successful personality.

Let us reveal these conditions.

1. A subjective educational paradigm, in which the individuality and uniqueness of each child and his experience are valued.

2. The problem-based learning as a mechanism for deploying a situation of reflection in educational process.

We consider the problem-based learning as a mechanism for deploying a situation of reflection (a situation of curiosity, doubt, search) in educational process. By applying the problem-based learning, the teacher trains his pupils to consider each educational problem (such as learning a new material, accomplishment of educational tasks) from different perspectives, thus creating a palette of reflection. To do this, in the process of solving some educational problem the teacher should teach children to answer heuristic questions, such as *where, why, when, how, where from, with what, who, what?* As well as to pose these questions to oneself and others.

When answering heuristic questions, doing certain work, on the basis of observation, analysis, comparison of a number of separate facts and arguments, both independently and under the teacher’s guidance, demonstrating in the process their ability to guess, creativity (heuristic and research methods of obtaining knowledge), the pupils come to the discovery and formulation of a grammar rule, an arithmetic property, discover a new (original, rational) way of solving a particular problem. The situation of reflection in solving a specific academic problem can occur only when the teacher observes the following key provisions:

- reliance on a child’s life experience;
- a continuous interrelation and mutual enrichment of the objective (the content of subjects) and subjective information (the pupil’s life experience);
- complete mutual respect of partners having a dialogue, their recognition of the fact that the truth, except for banal cases (historical facts, etc.), is not received in a complete form from the outside, but everyone is able to contribute to its attainment.

Based on the above, in each class the pupils have to master new information in the problem-searching dialog with the teacher. It is this very dialogue that leads to a certain “discovery”, to finding a rational solution, conceiving of an original idea and a perspective that is an educational space of the situation of reflection organized by the teacher.

3. Encouraging intellectual activity.

According to O. Zubra [3], the level of intellectual activity influences the breadth of vision, the solidity and consistency of the acquired knowledge, faith in one’s self, and desire for continuous self-improvement.

We share the position of R. Sternberg [16] that the driving force behind academic success must be an inner need, which is intended to fully satisfy one’s intellectual and spiritual needs and, most importantly, to effectively fulfill oneself, affirm oneself through the work both in one’s own eyes and in the eyes of peers. That is, for a more efficient deployment of intellectual activity, the motive of interest, the desire for achievement, that is striving for creation of one’s own “products” should be dominant in the motivational hierarchy of intellectual activity. One’s own “products” may include: an independently “discovered” rule, grammar and math stories, poems, sums, exercises and more. Thus, to constantly stimulate the intellectual activity, the teacher should keep choosing (making up on his own) emotionally rich tasks, diverse in their difficulty level.

To stimulate and deploy each pupil’s intellectual activity, it is important for the teacher to



firstly create an atmosphere of trust to a child, to maximally secure the association between the intellectual activity and positive emotions, to develop a pupil's self-confidence.

We encourage the teacher to consider the fact that the indicators of manifestation of a personality's intellectual activity are:

- enthusiasm over learning new material in class;
- desire to study an academic subject in one's spare time;
- a negative reaction to a break in the cognitive activity;
- desire to accomplish creative assignments;
- an appeal to the teacher with questions of a cognitive nature that go beyond the content of the curriculum.

4. The leading purpose of each lesson, with the situation of thinking dominating in time, should be the development of a pupil's conceptual thinking and speech. Let us justify this statement.

– The content of each educational sector consists of a number of scientific concepts.

– The concept is a concentration of a child's knowledge, the most important means of orderly thinking.

– Formation of conceptual thinking is the formation of intelligence in action.

– Using the concepts, pupils learn to make true judgments, out of judgments they make conclusions, and thus they learn to constructively interact with others.

– In the process of constructive interaction between the "teacher – class", "teacher – pupil", "pupil – pupil" and "pupil – class" subsystems, there takes place the formation of an individual's discipline of mind [9].

The development of pupils' conceptual thinking is the basis for the development of the creative and divergent ones. The correctness of the "discovery" made (a sign of creative thinking), the usefulness (constructiveness, etc.) of each new idea (a sign of divergent thinking) must be proved by a pupil by means of conceptual thinking, using the following methods:

– consideration of the studied object from different angles and identification of the greatest number of its inherent characteristics, traits, qualities, etc. (based on the operations of analysis and synthesis);

– comparison of identified traits, qualities, properties in order to choose the most important, major ones (based on the operations of comparison and abstraction);

– establishment of causal links and dependencies;

– formation of new provisions (based on the operation of generalization).

The development of conceptual thinking is connected with the development of speech. As a result, the intelligence must be reflected through speech while one's speech must become intelligent, namely clear, concise, and evidence-based.

5. Implementation of the system of tasks developing in nature in classes.

We offer the system of tasks aimed at developing the pupils' conceptual, creative and divergent thinking and their speech.

The first block. Match the given generic concept and the specific ones, or to match the given generic ones and a specific one; to find among the given concepts an extra one, to justify one's opinion.

The second block. Build a concept's definition or find a mistake in the proposed definition.

The third block. Build a "chain" of limiting or generalization of the concept's scope. In a limiting "chain" each next concept should be narrower in scope than the previous one. While in a generalizing "chain" each subsequent concept should be broader in scope than the previous one.

The fourth block. Picture a ratio between the scopes of these concepts using Euler circles.

The fifth block. Determine the truth of the given simple or complex assertion.

The sixth block. Make up a simple assertion with these concepts or in accordance with a given figure, beginning it with a certain generalizing word like *all (each, any), some (at least one), none, always, sometimes, never*.

The offered system can be implemented in classes of humanitarian disciplines and those of mathematics and the natural cycle, namely at the stage of actualization of basic knowledge (a combined class), in classes of fixing or generalization and systematization of the studied material.

6. Application of **interactive** teaching methods in class will help the teacher to encourage deployment of the situation of reflection.

We consider to be interactive the methods, the application of which facilitates the simultaneous development of both hemispheres of a child's brain.

Application of interactive teaching methods in each class will help the teacher to introduce into the learning process the elements of research, search, comparison of different facts, events, attitudes, conclusions, as well as will help a pupil to more clearly define his own point of view. *At the level of mastering new knowledge*, we encourage the teacher to use such methods as a problem-searching

dialogue (facilitating the development of primarily left hemisphere of the brain) combined with the method of imaginative vision (facilitating the development of primarily right hemisphere of the brain); while at *the level of forming intellectual and creative skills* one should use such methods as “brainstorming”, a problem-searching dialogue, inversion, empathy, incident, a didactic game, Synectics [9].

Let's define the positions of the teacher and pupils, their means of cooperation in the educational process, which is aimed at formation of a socially successful personality.

The teacher's position is that of a conductor of a lesson who organizes cognitive and learning activity of the pupils and helps them “discover” by themselves new information in the process of problem-searching dialogs.

The pupil's position is that of a subject of knowledge who feels self-confident, creates his own path of development, independently selecting a difficulty level of tasks, supervised tasks (tests), and is able to create a program of actions for his own self-improvement.

Means of interaction between teachers and pupils are cooperation, business partnership, subject – subject relations.

The effectiveness of these conditions of training for becoming a socially successful personality is tested today within the “Didactic-Methodical Development System of the Children's Creativity in the Teaching and Learning Process in the Pre-school and General Education Establishments” pilot study of the nationwide level (The Order of Ministry of Education and Science of Ukraine № 843 dated July 27, 2012) launched in September 2012. The research is carried out in educational establishments of Mykolajiv, Cherkasy, Kherson and Ivano-Frankivsk regions and the city of Kyiv (the Appendix to the Order of Ministry of Education and Science of Ukraine № 843 dated July 27, 2012).

Given that this pilot study is now in its fourth year, we can state that over 80% of pupils of the experimental educational establishments have a personalized style of expression (not only of the subject idea, but also of their attitude to it) and differ from their peers in:

- tolerance toward other, even completely opposite points of view and means (ways) of solving creative problems and, at the same time, defending their own positions;
- the ability to substantiate their position;
- the ability to collaborate with partners in communication during solving creative tasks;
- the ability to oppose personal statements (opinions, position) to the statements of other pupils and the teacher, to analyze and synthesize in order to develop a correct (constructive, rational) strategy of solution.

Most pupils of the above-mentioned establishments express their opinions linguistically in a clear, accurate, consistent and convincing way; they have such qualities formed as independence and depth of thought, critical ability, flexibility, curiosity, and as a result, no less than 15% of pupils of these establishments are winners of various academic olympiads, creative competitions of regional and national levels.

One could ascertain the above-mentioned results of the pupils within the regional scientific and practical workshops on “*Development of Children's Creativity in the System of Functioning of Experimental Pre-school and General Education Establishments, its State, Searches and Prospects*”, held on 16–18 November, 2015 at CHEE “Kherson Academy of Continuing Education”, the city of Kherson, and at the Mykolayiv Regional Institute of Postgraduate Pedagogical Education, the city Mykolayiv. Within the workshops, the achievements of teachers of Kherson and Mykolayiv region GEEs on the issue of children's creativity development were presented as well. Undertaking the experiment teachers of Skadovsk Educational Complex “Academic Gymnasium” and Kherson General Education School of I–III levels № 46 demonstrated the possibilities of using interactive teaching methods in Ukrainian and English class, in reading, natural history and mathematics, etc.; they showed the way to activate independent educational activity of pupils by creating situations of consideration and success in various classes and presented problem-searching dialogs during work on the tasks described above.

The psychological, pedagogical and methodical analysis of the classes and educational events visited, which was conducted by the administration of educational institutions, methodologists of regional scientific and methodological centers makes it possible to conclude that about 90% of teachers are able to:

- a) create an atmosphere of trust in the child, to provide mental activity interconnection with positive emotions. An atmosphere that would facilitate active learning of pupils is created by the teacher through:
 - the organization of integral contact with the entire class, overcoming stereotypical and situational negative views on individual pupils;
 - the reduction of restrictive educational requirements and spreading of the positive-orienting ones;
 - the identifying of understanding of the situational inner mood (mental state) of pupils by their appearance (look, facial expression, etc.), taking it into account, transferring of this understanding to the pupils;



– the ability to “broadcast” to the class his favor and friendly attitude to children;
 – formulating vivid goals of activity and showing the ways to achieve them.

b) create situations of success, which is a condition for conversion of a positive attitude to learning in an active and creative one. It is this kind of learning that brings joy and satisfaction. Satisfaction arises from the difficulties that have been overcome. Joy is caused by the results obtained and an awareness of adequacy of the assessment received. Teachers fix their attention on even the slightest achievement of a child. Pupils can clap their hands; the teacher can shake hands with the pupil for the original (alternative, rational) solution of a specific task. Such circumstances make pupils willing to be “heard”, to express their opinion on the subject being studied, to offer their options for a meaningful discussion without fear of making a mistake;

c) create a palette of reflection in the process of learning new material. The focus of the teacher’s attention is directed not at the result of mastering of certain knowledge, but at the process of achieving it. The content of scientific concepts is formed in the mind of each pupil on the basis of constructive interaction of information received from the teacher with the content that a peculiar student possesses at the time of its assimilation. His subjective content may be the same or may diverge from the set one, but is always the focus of the teacher’s attention. The constructive interaction in the “teacher – class” and “teacher – pupil” subsystems is carried out as follows: first the teacher reveals various individual semantics of the pupil’s understanding of the meaning of the concept he acquires, then they are collectively discussed to choose the most accurate in terms of science, which is followed by reinforcement with the pupil’s own thoughts. Gradually, pupils admit that the truth, except for historical facts, is not received in a complete form from the outside, but everyone is able to contribute to its attainment;

d) use in class interactive teaching methods.

Each year, more than 20% of teachers of experimental educational institutions are participants and winners of the “Teacher of the Year” contest in various categories, more than 60% of teachers have published works in which they presented their original methods, teaching techniques, objectives of developing character and so on.

Conclusions. The presented psychological and pedagogical learning conditions help the teachers make the learning unobtrusive,

inconspicuous to the pupil, so education will mostly become self-education, education – self-education, development – self-development, there will be free search for self, self-knowledge and self-determination of a personality, which are the first steps to being successful in society.

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