

УДК 37.091.212.8:37.015.311

SUCCESS IN LIFE AS REALIZED BY YOUNG PEOPLE: CHALLENGES AND OPPORTUNITIES

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The study analyses the theory of success and the theory of successful personality of classical as well as contemporary psychologists. The analysis of psychological components of achieving success is also made. The analysis of the views of school graduates on this issue is made as well. The necessity of creating favourable psychological conditions for establishing successful personality, psychological support is proved etc. The future prospects of research and practical work are shown in order to help modern youth to become successful individuals.

Key words: *psychological theories of success, success of personality, factors of becoming a successful person, aspiration level.*

У дослідженні аналізуються теорії успіху та успішної особистості як класичних, так і сучасних психологів. Також проаналізовано психологічні складники досягнення успіху. Проведено аналіз поглядів випускників школи на цю проблему. Доводиться необхідність створення сприятливих психологічних умов для становлення успішної особистості, психологічного супроводу тощо. Викладено подальші перспективи досліджень, а також практичної роботи для допомоги сучасній молоді у становленні успішної особистості.

Ключові слова: *психологічні теорії успіху, успішність особистості, фактори становлення успішної людини, рівень домагань.*

Рашковская И.В. ЖИЗНЕННЫЙ УСПЕХ В ПОНИМАНИИ МОЛОДЕЖИ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

В данном исследовании анализируются психологические теории успеха как понятия. Продемонстрированы пути развития успешной личности в трудах классических и современных ученых. Дается анализ взглядов выпускников средней школы на проблему формирования личностной успешности, на содержание успеха как такового. В статье обоснованы важность изучения данного вопроса в дальнейшем, а также необходимость создания специальных условий, психологического сопровождения для становления успешной личности.

Ключевые слова: *психологические теории развития личности, успешность, факторы становления успешной личности, уровень притязаний.*

Problem determination. In the modern society, conversations in terms of success, as psychological and life phenomenon, are held in different circles: in scientific, as well as in those circles, which stand far away from the science, namely in business circle, in creative teams etc. It is primarily connected with many factors, namely, with social nature of man, with an expression of his essential principles, with the popularity of this topic in our daily lives. It becomes evident from many scientific sources, such as foreign and domestic one, that the normal psychological development of personality requires dynamic balance in the process of interaction with the society. Based on the following provision, the problem of success, man's attitude to his own success, and peculiarities of experience of this phenomenon are one of the important aspects of the general problem of personality development. However, the experience of success is an entirely subjective phenomenon, which partly relates to external social aspects of human life. Regularities of experiencing one's own success largely depend on the peculiarities of the functioning of one's internal world,

personal ambitions, and the level of aspirations. Unfortunately, in recent years despite the popularity of the problem of success, the basic principles of education of successful person are not established, the system of continuous education of successful personality, which would begin in childhood and continued during the school period and adolescence, and, perhaps during the whole life, fails.

Analysis of recent research and publications. While studying the problem of becoming a successful personality, modern scholars take into account two main trends: internal (subjective-value-based) and external (objective-behavioural).

In philosophical works, the study of the stated problem is based on the concept of a successful man as a personality, who is full of unattainable ideals and endowed with a great desire for self-realization in all spheres of his existence (J. Atkinson, D. McClelland, A. Maslow, Y. Orlov, etc.). Awareness of one's own success (in the broad sense) and one's own actual values occurs throughout life of a person, but if you take into account the problem of variability of mental,



certain “temporal dilemma” becomes clear – if it is possible to satisfy the needs and desires of not only material “but also the higher level of here and now, and if all our desires that arise spontaneously lead to sense-making success in the future” [6].

According to the position of L. Baletskaya, “a model of success of the personality is associated with the concept of creative aspects in general, which are nowadays considered as the basic one. However, it is necessary to take into account “trends” that occur in a certain historical period of time, because at different times mankind has focused on different ways for their achievement (physical, spiritual, etc.) in the process of building of a model of success” [3].

In our opinion, a holistic approach to the study of success appeared due to the approach proposed by S. Muddy. The author compares the particular man and his motivational and behavioural characteristics, which “belong” to various epochs. Along with that, the researcher stresses the complexity of defining additional components, which supposedly belong to the components of success: “Intention is what determines the thoughts, feelings, and actions of a man, linked to the achievement of his key objectives. Characteristics are static or structural formations, which are usually determined by intents; they can explain not only the movement to objectives or certain results of functioning but the fact of the existence of goals and needs and their immediate content” [3]. In our view, the position of V. Badrak on the importance of psychological determination of personality to success is important, as well as on the ability to manage one’s own emotional and volitional state. The practical power of positive psychological determination is that person rejects negative internal doubts [2].

We consider below the ideas of success in different research models, adopted in psychology. In our view, the first model appears to be the model of conflict (S. Freud, C. Jung, E. Berne etc.) [2; 6]. According to these scientists, a person is constantly between radically opposite effects on her. The above-mentioned effects somehow lead the person to proneness to conflict. This withstanding includes internal driving mechanisms, as well as mechanisms that primarily affect from the outside. Therefore, success is a compromise between the dichotomous energy. At the behavioural level, this manifests itself as the constant conflict between motives and human needs. At a deep level, there is an eternal “Freud conflict” “between biological and cultural components”.

The second model is a model of self-realization (A. Adler, A. Maslow, F. Perls etc.) [2; 6]. This model presupposes certain self-actualizing process, which is genetically inherent (inborn abilities), or the one, which is formed by certain aspirations (abilities, which can be developed or acquired). In this case, success is shown as the realization of life potentials, embodied in the personality.

The next model of success, which seems relevant in our view, is a model of coordination (J. Kelly, B. Skinner etc.) [4; 5]. According to positions of the above-mentioned scientists, coordination serves as a correlation between a personality today and his expectations for the future. Therefore, success is understood as the effective correlation of components of self-concept, as a balance between self-esteem and self-worth.

Therefore, a comprehensive understanding of the concept of individual success can be considered as a coherent structure, diverse in content and form, which consists of the following components:

- 1) responsible choice as “measure of quality” of success;
- 2) the process of setting goal and phased compliance with a particular purpose;
- 3) degree of value of the process of vital needs realization [4].

In our opinion, the issue of determining individual components of success is interesting. Researchers (F. Heider, G. Kelly, B. Weiner) distinguish the following indicators of success:

- 1) persistence;
- 2) internality/externality;
- 3) selection of appropriate tasks;
- 4) vitality, initiative in work [2; 4].

Considering the theories of success, with experience of working with people of different professions, we cannot realize success without learning attitudes and actions of a separate family. It is the family, which puts first “taboos” and “totems” on “clean slate” of aspirations and desires of the child.

Modern researches of both domestic and foreign psychologists illustrate that parenting style of the family directly affects self-esteem, responsibility, and academic achievement, which is a part of a successful self-identity. This “convergence” (between the environment and the internal inclinations) has the effect to both main qualities and the individual phenomenon of personality development. A consistent holistic model of success of the personality, in our opinion, can be built on the basis of ideas of K. Lewin (field theory) [2], L. Vyhotsky (human development in the cultural context) [3], N. Pezeshkian (theory of positive cross-cultural concepts of human development) [2], K. Abulkhanova (typology of life worlds) [1], S. Maksimenko (dynamic personality development) [7], which allows answering practical questions about the phenomenon of personal success.

In our view, the opinion of those scientists, who connect success with the phenomenon of “quality of life”, is interesting according to the position of some authors and which is relatively new. Such researchers as R. Nuhayev, M. Nuhayev insist on the fact that different people appreciate external circumstances, which affect them in a different way, according to their values, expectations, and desire to be successful [6].

Achievement of success is a complex process of self-realization and self-affirmation. This process is manifested in several forms: success as recognition, the popularity of a person in a particular professional community; success as recognition of public authorities. Awareness of the importance of success is a real force, which leads to activity; the success of overcoming and self-determination. The experience of overcoming of complex problems becomes valuable personal baggage when it is acquired the person learns to understand, evaluate his own strength; the success of recognition. Self-improvement and self-realization of the personality occur in a certain kind of activity when the result is also important and not only activities. In whatever form success is shown, in any case, it is associated with overcoming of difficulties, the ability to rely on personal experience, the ability to take personal responsibility, the ability to overcome the resistance of others. All these qualities are the basis of successful individual self-actualization.

The purpose of the article. To make a theoretical analysis of the problem of the success of personality as the basis for the study of the views of school-graduates on the given issue.

Statement of basic material and research results. Development of the theory of success is made by philosophers, psychologists, acmeologists, and specialists in professional activities, teachers, and representatives of other types of activities. Famous businesspersons, specialists in image making etc. are interested in the practical search for the ways of forming a successful personality. However, nowadays there is no single approach not only to the understanding of the nature of mechanism for achieving success and even to the approach for determining the scope and content of the relevant issue. Therefore, the choice of the theme of our research is relevant and timely.

Satisfaction with life is caused by self-respect, high self-esteem, satisfaction with the conditions and circumstances of life, meaningfulness of sub core activities of the subject, the status of his career organization, possible self-realization, and a certain quality of interpersonal relationships. The above-mentioned factors are important in assessing personal success in life of individuals and they are the basis for assessing the success of the individual [8].

Success as an internal formation is created in childhood. As mentioned above, it is under the influence of parents, school and education, out-of-school preferences of secondary school pupils and others. In the process of researching the problem of becoming a successful person, it was important for us to study the views of school graduates on the problems of their own success. We proposed questionnaire survey of high school graduates of the secondary school No 91, Kyiv in order to fulfil the research, as well as discus-

sions of the given problem in oral form. They were school graduates of 11 grade of the mentioned school. The survey involved 45 school graduates.

The questionnaire included the following questions.

1. Are you going to continue your study further?
2. How do you see yourself in future?
3. How do you see yourself in 4–5 years (i.e. after graduation)?
4. What do you understand by the concept “success in life”?
5. What can hinder your success in life?

Almost all respondents (98%) indicated that they dreamed to continue their studying. Educational institutions, about which school graduates dreamed, included National Technical University of Ukraine “Kyiv Polytechnic Institute”, Taras Shevchenko National University of Kyiv, National University of Food Technologies, and National University of Kyiv-Mohyla Academy.

Answers to the second question turned out to be interesting. Basically, school graduates openly expressed their views on a given question. 56% of pupils, among those pupils who participated in the survey, identified themselves as positive, sociable, conscientious; 32% as responsible, who are able to achieve their goals; 14% indicated that it was difficult to say positive things about themselves, but they tried; 10% of school graduates described themselves as funny and smart saying that they “are kind, they respect their friends and those who are near them”. Here are some quotes answers. For example, Andrew O. said about himself that he was “sociable, he was able to organize people, he was interested in communicating with adults”.

Nastia D. also said that her main qualities were that she was “positive”, she could communicate with friends, and she could enjoy authority among them”. Mariam G. said that she “respected friends, loved people”.

Dionysii K. said that the main thing for him was “communication with friends, and to be among people”. He even insisted on the fact that friends supported him in all endeavours and dreams. They dispelled doubts about the usefulness of some of his steps.

Karina R. indicated that she had “leadership qualities, she appreciated friendship and could lead people the way”. In other words, 100% of all school graduates can find in themselves positive traits, they believe that they are worthy of the respect of other friends, as well as adults and they appreciate and respect friends.

We were very interested in answers to questions about how school graduates see themselves in later life. 99% of respondents see themselves as people with high social status; have a family, favourite work, decent salary. All pupils, who participated in the survey, consider themselves as potentially successful people and they are sure that success will follow them later in adulthood.



Thus, 48% of school graduates see themselves as heads of major corporations, directors of companies. 21% of them said they dreamed to be experts in the field of creative professions (artists, designers, decorators, etc.). Some respondents, namely 9%, said they would probably live and work abroad and would achieve great success there (they would open their own business, would manage their own corporations, would offer new technologies in the field of computer technologies, etc.). There were also different answers among other answers. Therefore, Valentin spoke about his future as follows: "I will open a restaurant, where my friends will meet and enjoy communication with each other", Andrew O. "In twenty-two years, and perhaps in twenty-one-half, I will be a millionaire, and, perhaps a billionaire". Nastia D. replied that "I do not know who I will be in twenty-two years but in thirty years I will work in an international company, I will become a respected person, who enjoys respect among friends, colleagues, and friends". Mariam G. expressed the opinion that she did not have a complete picture of her future yet but she was sure that she would work on herself; she would self-improve and strive for the ideal. Vadim K. also said that he could not say exactly who he would be but he knows that he "will be useful for people and he will select some activity, which he will like". Most likely, it will be a business in the economic sphere. Karina R. said that she "would like to make her parents be proud of her" and she wants to prove to herself, that she can succeed. Leonid K. said that he "would be a known businessman and everything in his life would be positive", Valeria P. said that she did not know "whether she saw herself now in professional sphere but she "really wanted to become a mother of two or three children and to have a good family".

The views on the content of life success of school graduates are different. School graduates believe that success means to be realized; success is when they like their work, it is an ability to fulfil oneself in a chosen profession – 67%; to see the world – 24% of school-graduates; 11% of respondents believe that success is a rather complex phenomenon "when at work and at home everything is fine"; there were the following views in other answers ("to meet true love", "to have enough money for everything", "to be the ideal person"), etc.

Unexpected views of school graduates were answers to the last question. In general, school graduates in free conversation spoke a lot about the perception that the process of achieving success in life was possible only due to longstanding, goal-oriented work. Therefore, 75% of school graduates expressed their opinion that it was necessary first to overcome their laziness in order to achieve success. Other 21% of respondents believe that "it is necessary to be more focused". The remaining answers were different. Among

them: "I lack focus but I will try to develop it". Nastia D. expressed the opinion that in order to achieve success in life, she would have to learn not rekindle new ideas until the old problems were solved. Dionysii K. said that he accepted a new task difficultly; he worried that it would not be fulfilled. Olya V. believes her "uncertainty" will prevent her from achieving success. Lera G. said that her fast confusion, with which it was very difficult for her to handle, would be in the way of achieving success. Artem Sh. said that his selfishness hinders him in his life, but he will "work on himself". Thus, Olya V. expressed an opinion that she could be a successful person only if she got rid of a doubt that she was unable to achieve it, in other words, she would not hold an internal pessimistic dialogue.

Nastia A. expressed a similar opinion. She said that her doubts in her own success prevent her from going forward and from achieving the desired.

It is interesting that all school graduates, who participated in the survey, focused on those individual qualities of their personality, which prevented them from achieving success in life. In addition, they focused on the shortcomings of their own character, rather than on the impact of external circumstances.

When the proposed survey was conveyed, all school graduates had an opportunity to express their views on things, which they asked. The topic seemed to all very interesting and necessary. Almost all school graduates expressed an opinion that special classes, trainings, discussions on an understanding of the concept of "successful person", own way of succeeding in any spheres of life of personality should be introduced in schools.

First, while recognizing responsibility for their life choice and selection of profession, they are interested in issues, related to professional activity, issues of becoming a successful professional, who will benefit society and will be well paid for his work. In addition to it, school graduates paid a lot of attention in conversation to self-diagnosis issues in connection with the setting of appropriate tasks for oneself.

Many questions of the youth were associated with the ability to exercise their initiative. Of course, a successful personality formation is a process that requires help from specialists. There is no doubt that, you need to ask questions about special psychological support for the formation of successful personality.

Conclusions. Thus, basic theories of personal success are given in this publication, in which the concept of "success" is considered in terms of philosophical and psychological theories as well classical and modern psychology. The views of school-graduates on the stated problem are also analysed. The study of views of school graduates, future specialists, young people, who will live in the future, makes it possible to confirm the

basic tenets of the theory of success, namely provisions, which illustrate the success of a new formation, the creation of which occurs in childhood and continues throughout life on the basis of aspirations, upbringing in the family, personal understanding of success and achievement and requires initiative, responsibility, perseverance and setting of realistic goals.

Certainly, this study is only beginning for basic, practical, long-term researches in the study of the phenomenon of the success of the modern individual. We see prospects for the further research in fundamental methodological developments and in the provision of practical tools for the study of components of formation and development of successful personality. We also consider that it is promising to create a program of psychological support of becoming a successful personality: development of special psychological trainings, recommendations for self-cultivation of traits of successful personality, etc.

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