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## STYMULOWANIE ZACHOWAŃ PROSPOŁECZNYCH UCZNIÓW JAKO STRATEGIA KSZTAŁTOWANIA OSOBY ODNOSZĄCEJ SUKCESY SPOŁECZNIE

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**Adnotacja.** Artykuł poświęcono jednemu z aktualnych problemów współczesnej teorii psychologiczno-pedagogicznej i praktyki edukacyjnej – kształtowaniu społecznie skutecznej osobowości ucznia instytucji ogólnego szkolnictwa średniego za pomocą planowania strategicznego stymulowania zachowań prospołecznych. Autorzy wyjaśniają istotę pojęć „zachowanie prospołeczne”, „strategię kształtowania społecznie udanej osobowości ucznia” i skupiają się na podstawowych cechach zachowań prospołecznych i sukcesu społecznego, ich wzajemnym uwarunkowaniu. Uzasadnione jest również zrozumienie strategii kształtowania społecznie udanej osobowości ucznia jako długoterminowego, spójnego planu wdrażania spójnych wpływów edukacyjnych na osobowość, co gwarantuje osiągnięcie oczekiwanych wyników. Należy zauważyć, że strategię kształtowania społecznie udanej osobowości ucznia w środowisku edukacyjnym instytucji ogólnego szkolnictwa średniego są wdrażane podczas wdrażania innowacyjnych metod i technologii, które pozwalają stworzyć środowisko sukcesu w instytucji edukacyjnej, zachęcają uczniów do szukania sposobów na własny sukces w niezmiennym związku z dobrobytem społecznym i zdobywania indywidualnych doświadczeń sukcesu społecznego. W badaniu przedstawiono wyniki zastosowania kompleksu różnych metod psychologiczno-pedagogicznych, a mianowicie: teoretycznych (analiza treści, porównanie, uogólnienie, reinterpretacja) i metody empirycznej (obserwacja uwzględniona).

**Słowa kluczowe:** zjawisko sukcesu społecznego, konstruktywne, społecznie pożądane, zachowania społecznie użyteczne, koncepcja, motywacja, środowisko sukcesu, cechy merytoryczne, instytucja ogólnego szkolnictwa średniego.

## ENCOURAGING PROSOCIAL BEHAVIOR OF PUPILS AS A STRATEGY FOR FORMATION OF SOCIALLY SUCCESSFUL PERSONALITY

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**Abstract.** The article is dedicated to one of the urgent problems of modern psychological and pedagogical theory and educational practice – the formation of a socially successful personality of a pupil of general secondary education by means of strategic planning to stimulate prosocial behavior. The authors clarify the essence of the concepts «prosocial behavior», «strategy of formation of socially successful personality of a pupil» and focus on the essential characteristics of prosocial behavior and social success, their interdependence. It also substantiates the understanding of the strategy of forming a socially successful pupil's personality as a long-term consistent plan for the implementation of coordinated educational influences on the individual, which guarantees to achieve the expected results. It is emphasized that strategies of forming a socially successful personality of a pupil in the educational environment of a secondary school

are implemented through the introduction of innovative methods and technologies that allow creating an environment of success in the institution, encouraging pupils to seek ways to their own success in indispensable link with public goods and gain individual experience of social success. The research presents the results of a set of different psychological and pedagogical methods, namely: theoretical (content analysis, comparison, generalization, reinterpretation) and empirical method (observation included).

**Key words:** phenomenon of social success, constructive, socially desirable and socially useful behavior, concept, motivation, environment of success, essential characteristics, institution of general secondary education.

## СТИМУЛЮВАННЯ ПРОСОЦІАЛЬНОЇ ПОВЕДІНКИ УЧНІВ ЯК СТРАТЕГІЯ ФОРМУВАННЯ СОЦІАЛЬНО УСПІШНОЇ ОСОБИСТОСТІ

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**Анотація.** Статтю присвячено актуальній проблемі сучасної психолого-педагогічної теорії і виховної практики – формуванню соціально успішної особистості учня закладу загальної середньої освіти засобами стратегічного планування і стимулювання просоціальної поведінки. Авторками уточнено сутність понять «просоціальна поведінка», «стратегія формування соціально успішної особистості учня» та акцентовано увагу на сутнісних характеристиках просоціальної поведінки та соціальної успішності, їхній взаємообумовленості. Обґрунтовано також розуміння стратегії формування соціально успішної особистості учня як довгострокового послідовного плану здійснення узгоджених виховних впливів на особистість, який гарантовано забезпечує досягнення очікуваних результатів. Наголошено, що стратегії формування соціально успішної особистості учня в освітньому середовищі закладу загальної середньої освіти реалізуються під час упровадження інноваційних методів і технологій, які дозволяють створювати у закладі освіти середовище успіху, спонукають учнів шукати шляхи до власного успіху в невідривному зв'язку із суспільним благополуччям та набувати індивідуального досвіду соціальної успішності. У дослідженні презентовано результати застосування комплексу різних психолого-педагогічних методів, а саме: теоретичних (контент-аналіз, порівняння, узагальнення, ре інтерпретація) та емпіричного (включене спостереження).

**Ключові слова:** феномен соціальної успішності; конструктивна, соціально бажана, соціально корисна поведінка; концепт, мотивація, середовище успіху; сутнісні характеристики; заклад загальної середньої освіти.

**Introduction.** One of the urgent tasks of national education in Ukraine, which is currently moving towards the European educational space, is the formation of a socially successful personality of a young person capable of independent life choice, self-determination and self-realization in today's changing conditions. Analysis of the phenomenon of success in the system of social relations has allowed modern scientists to conclude that the process of achieving social success has certain prerequisites and features, the latter are determined by a variety of not only internal but also external factors that determine this process (Mykhailyshyn, & Dovga, 2017), thus, «the definition of success reflects the moral principles, socio-economic and political events of society in a certain period of historical development» (Kozmenko, 2020: 45). Agreeing with scientists, we can state that under the influence of the realities of modern life, the phenomenon of social success is pragmatized largely, associated in the minds of the majority of pupils with a decent income and high social status.

We are convinced that in the process of forming a socially successful personality in general secondary education, stimulating prosocial behavior of pupils, which is mediated by mutual understanding, dialogue, friendship, support and concern for the well-being of others, will assist them to rethink the essence of social success and will have a positive impact on the level of individual and social responsibility of the personality, will increase the range of opportunities for its positive socialization, facilitating integration into the system of modern social relations in general.

**Main part. Purpose and objectives.** Hence, the main purpose of our research is to outline the features and benefits of one of the modern strategies for forming a socially successful personality of the pupil in general secondary education, namely to stimulate his prosocial behavior. Accordingly, the objectives of this research are to summarize data on the phenomena of social success and prosocial behavior and the concept of strategy, as well as to analyze the results of appropriate methods aimed at clarifying the role of prosocial behavior in shaping a socially successful personality of a pupil.

**Material and research methods.** In the course of research we applied theoretical and empirical methods. The system-structural analysis of psychological and pedagogical sources on the problem of formation of socially successful personality and prosocial behavior of a pupil of general secondary education, as well as theoretical generalization, comparison and reinterpretation of the obtained data to formulate conclusions of the research are chosen as theoretical methods. The included observation of the educational practice of general secondary education institutions is chosen as an empirical method.

**Results and their discussion.** Analysis of the content of modern domestic and foreign scientific sources dedicated to the phenomena of social success and prosocial behavior and the concept of strategy, allowed obtaining the following results. According to scientific findings of American researchers, success is a dynamic construct closely related to the social nature of man, his social experience (Dries, Pepermans, & Carlier, 2008: 255). The opinion of the Polish scientist Hildebrandt-Wypych on subjective (motivation to succeed, self-esteem and self-confidence) and objective (positive assessment of the social environment, the desire for constructive social relations) aspects of success (Hildebrandt-Wypych, 2011: 135) is unanimous.

Domestic researchers (Yarema, 2010; Romanovskyi, 2011) see the specifics of the phenomenon of social success in the fact that, unlike life success, social success is based only on those achievements that have been recognized by society in accordance with certain existing standards. In this regard, the modern researcher Shakhrai notes that «social success is evidence of the development of social competence, but only when the achievements do not conflict with the needs of society, other people, ensuring a balance of public and individual interests» (Shakhrai, 2016: 38).

Mandatory elements of social success, in addition to the abovementioned positive assessment by the social environment, the scientist Yarema identifies social practices, which implementation has contributed to success, and socially significant goal of activity (Yarema, 2010: 97). Agreeing with this scientific position, we note that the implementation of social practices and the achievement of socially significant goals unfold on the basis of cooperation, solidarity, mutual assistance, complicity, which are manifestations of prosocial behavior.

Based on the systematization of the results of terminological analysis of the concept of «prosocial behavior», we found that the most common is its understanding as the behavior of a personality who focuses on the benefit of another person or social group, assistance, care, support, patronage which are useful for other people (Kyrychenko (Ed.), Yezhova, Necherda, Tarasova, & Khomych, 2016: 10) or as constructive, socially desirable and socially useful behavior that has positive social consequences and contributes to the physical and mental well-being of others (as cited in Necherda, & Kyrychenko, 2019).

We are also impressed by the views of Kalashnikova (2009), who considers the formation of prosocial behavior of the child as a controlled socialization, adult-controlled process of child entry into society, where, based on social experience, the individual chooses and directs his personal development in socially desirable direction. The personality, combining the positions of the object and the subject, not only adapts to a particular social situation of development, but also constructs its own development in the process of interaction with the outside world.

Based on the generalization of common approaches and views, we interpret prosocial behavior as a system of actions and deeds of the personality, due to conscious acceptance of socially significant norms and values, the ability to resolve constructively interpersonal and group contradictions, insensitivity to risky ways of self-subjectivity various types of socially significant activities (Kyrychenko (Ed.), Yezhova, Necherda, Tarasova, & Khomych, 2016: 13).

Taking into consideration the abovementioned we believe that stimulating, encouraging students to prosocial behavior while ensuring space for recognition of its importance for the immediate social environment of the pupil, should be included in the strategy of personal education in general secondary education institutions, as it can become a platform for pupils to acquire high moral qualities and skills of social success, which will extend to different areas of their lives.

Analyzing the concept of «strategy» in the research of Western pedagogical and psychological science, English scientists (Frese, van Gelderen, & Ombach, 2000) conclude that the term «strategy» is used mainly in the context of studying human thinking, as well as ways and means of solving her life and social problems. Strategy, according to researchers, is a template that can be applied to a variety of situations. It is determined by the action plan, ie the sequence of means to achieve the goal. Its main function is to determine certain actions in an uncertain situation (Frese, van Gelderen, & Ombach, 2000: 2). Other scientists consider the main characteristics of the strategy to be a specific cognitive action, the internal deployment of all possible ways to solve the problem, as well as the appropriate composition of reality, which projects different options for action (Kruteleva, & Abakumova, 2013: 40).

Ukrainian research in recent years focuses on the socio-psychological nature of the strategy of success, which is the ability of people to build social relationships so that they contribute to results in important areas of life of personality, while these results will be assessed by society as significant and the personality as positive and emotionally pleasing to him (Borovynska, 2017; Borovynska, 2020).

Based on the interpretation of the concept of «strategy» in educational management, we understand the strategy of forming a socially successful pupil as a long-term consistent constructive resistant to uncertainty of conditions of the environment plan to implement coordinated educational influences on the personality with permanent monitoring of its implementation which makes possible achieving expected results. Included observations of mass educational practice indicate the possibility of coexistence of several educational strategies simultaneously, one of them under certain conditions becomes dominant.

We believe that strategies of forming a socially successful personality of the pupil in the educational environment of general secondary education are implemented through the introduction of innovative methods and technologies

that promote better understanding by pupils of the essence of social success, its relevance for pupils, understanding of subjective and objective aspects of social success, encourage them to seek ways to their own success in inseparable connection with social well-being, allow them to gain individual experience of social success. Strategies for forming a socially successful personality of the pupil ensure the success of tactical pedagogical actions, ie direct and indirect relationships of pupils with peers and adults in the process of developing the qualities of a socially successful personality and creating an environment of success in general secondary education institution.

The results of our previous research allow us to recognize the stimulation of prosocial behavior of pupils as one of the effective strategies for forming a socially successful personality.

In our opinion, it is expedient to consider the problem of stimulating prosocial behavior of pupils in the educational environment, taking into account as an explanatory construct the motivation to act prosocially. After all, any activity arises from a certain motive and has a corresponding purpose. According to the scientific conclusions of the scientist Rubinshtein, «interest is a motive that acts due to its perceived significance and emotional appeal» (Rubinshtein, 2000: 526), and «motives of behavior, as they are perceived by the actor, are a reflection of his motives» (Rubinshtein, 2000: 443). Since the motive (from the Latin moveo – move) is «motivation or desire to achieve a goal and awareness of action to achieve it» (Kondakov, 2003: 217–218), we consider the stimulation of prosocial behavior of pupils as the realization of the motive to succeed in prosocial activities by the individual conscious choice of actions for the benefit of others, aimed at achieving his personal goal. Hence, the main methods and techniques in stimulating prosocial behavior of pupils should be: a) creating in the educational institution a request for pupils to care for others, patronage, mutual support and assistance, socially useful actions to protect the environment, etc.; b) feeding the orientation of pupils to act prosocially, highlighting the mechanisms of prosocial action; c) creating space for prosocial action, assistance in its successful implementation; d) recognition of the importance of prosocial behavior of pupils in the close social environment.

By reinterpreting the findings of previous years, it was found that the achievement of meaningful results for the pupil, accompanied by positive emotional and psychological experiences, also contributes to the development of the educational environment on the principle of success. «Living a situation of success, the pupil strengthens his sense of self-worth, realizes his competence and gets the desire to continue this type of activity. Within the framework of this principle, successful self-sufficient behavioral practices of the pupil are built, which in the future can become guidelines for socialization. Creating a situation of success should be a prerequisite for the work of the teacher and the pupil, because due to such situations the pupil's abilities are most fully revealed and developed, his self-confidence is formed, a positive worldview is created, which ultimately contributes to finding his place in life» (Trubina, Zeer, & Mashchenko, 2017: 27).

**Conclusions.** Stimulating the prosocial behavior of pupils is one of the productive strategies for the formation of a socially successful personality, as it contributes to their conscious internalization of socially significant norms and values; formation of aspirations and abilities to constructively resolve interpersonal and group contradictions; involving children in socially significant activities and encouraging internal dialogue in order to make a personal choice of models of successful life.

During the implementation of prosocial projects develop analytical, creative and caring thinking, teamwork skills for common results, the desire for lifelong learning and self-development throughout life – powerful components of socially successful personality, able to ensure quality self-realization and democratic development of Ukraine as a European state.

Thus, the success of pupils' training in prosocial activities while studying in an educational institution largely determines their willingness to respond constructively to the challenges of time, social competence and social mobility in independent living.

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