

HARMONIOUS DEVELOPMENT OF THE PERSONALITY OF SCHOOLCHILDREN IN MODERN EDUCATION SYSTEM

DESENVOLVIMENTO HARMONIOSO DA PERSONALIDADE DE CRIANÇAS EM IDADE ESCOLAR NO SISTEMA DE EDUCAÇÃO MODERNA

DESARROLLO ARMONIOSO DE LA PERSONALIDAD DE LOS NIÑOS EN EDAD ESCOLAR EN EL SISTEMA EDUCATIVO MODERNO

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ABSTRACT: The paper is devoted to the search for mechanisms for the successfulness formation as the basis for the harmonious development of the personality of schoolchildren in modern education system. The modern “Pepsi” generation is apathetic and not resilient in its large part. Young people are less and less eager to succeed in their educational and professional activities, and they are giving up their career and active life in society. Not finding confirmation of their importance in the official group, they seek success in informal associations, often asocial ones. The authors conducted a theoretical review of the latest scientific and practical publications and an empirical study on a sample of ninth-grade students. We selected tools and methods for obtaining information in the form of methods of observation, analysis of the result of educational activities, conversations, and surveys, and used the poorly formalized “unfinished sentences” methodology to study the educational success of adolescents.

KEYWORDS: Modern education system. Successfulness. Harmonious development. Personality.

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RESUMO: O artigo se dedica à busca de mecanismos para a formação do sucesso como base para o desenvolvimento harmonioso da personalidade dos escolares nas condições modernas. A geração moderna "Pepsi" é apática e não resiliente em sua maior parte. Os jovens estão cada vez menos ansiosos pelo sucesso na atividade profissional e estão a abandonar a carreira e a vida ativa em sociedade. Não encontrando confirmação de sua importância no grupo oficial, buscam o sucesso em associações informais, muitas vezes associiais. Os autores realizaram uma revisão teórica das últimas publicações científicas e práticas e um estudo empírico em uma amostra de alunos do nono ano. Selecionamos ferramentas e métodos para obter informações na forma de métodos de observação, análise do resultado de atividades educacionais, conversas e pesquisas, e usamos a metodologia de "frases inacabadas" mal formalizada para estudar o sucesso educacional de adolescentes. O resultado da seção transversal de diagnóstico para determinar a taxa de sucesso e seus indicadores é refletido.

PALAVRAS-CHAVE: Sistema educacional moderno. Sucesso. Desenvolvimento harmonioso. Personalidade.

RESUMEN: El trabajo está dedicado a la búsqueda de mecanismos para la formación del éxito como base para el desarrollo armónico de la personalidad de los escolares en las condiciones modernas. La generación moderna de "Pepsi" es apática y poco resistente en su mayor parte. Los jóvenes tienen cada vez menos ganas de triunfar en sus actividades profesionales y están abandonando su carrera y su vida activa en la sociedad. Al no encontrar confirmación de su importancia en el grupo oficial, buscan el éxito en asociaciones informales, a menudo desoladas. Los autores realizaron una revisión teórica de las últimas publicaciones científicas y prácticas y un estudio empírico sobre una muestra de estudiantes de noveno grado. Seleccionamos herramientas y métodos para la obtención de información en forma de métodos de observación, análisis del resultado de actividades educativas, conversaciones y encuestas, y utilizamos la metodología pobremente formalizada de "oraciones inconclusas" para estudiar el éxito educativo de los adolescentes.

PALABRAS CLAVE: Sistema educativo moderno. Éxito. Desarrollo armonioso. Personalidad.

Introduction

The current situation of the development of our civilization has led to a high degree of social apathy and a significant number of desocialization of Russian citizens. A significant part of the generation of consumption of goods that they have without any difficulty, at the slightest resistance or failure, falls into depression or abandonment of tension. Sociologists, teachers, doctors and psychologists note a high increase in the withdrawal from active life of young people, as well as suicidal moods of adolescents and young men (KRASILNIKOV *et al.*, 2019; MINYUROVA; SHVAREVA, 2013). Data from World Population Review, in 2020, shows that our country ranked second in the number of suicides, behind Lithuania. In a number of European countries, success as a persistent quality is formed as a synonym for citizenship

(AMINOVA, 2016).

Weak resilience leads to the need to stabilize precisely those qualities that ensure the “stability of the positive functioning of the individual”, which are manifested in the qualities that characterize the integration of a person into subjectivity, which balance between the Self and others. With a positive vector of harmonization of relations of this balance, a sense of self-esteem, self-confidence, resilience, a positive and altruistic attitude to the world needs arise, forming the process of personal self-development (MINYUROVA, 2016). The opposite of this phenomenon is the formation of success, which means the desire to live and be significant, important and recognized in your group. All human sciences are engaged in the formation of the success of a growing personality, history confirms the search for ways and technologies. The criteria for success in different historical epochs were sometimes interpreted antagonistically: from the ability to catch game quickly to perform highly intelligent tasks. A number of scientists point to the need for the harmonious development of the personality of schoolchildren in modern conditions through success (SERGEEVA *et al.*, 2020; TSAHAEVA *et al.*, 2016). But first, it is necessary to separate the concepts of success and successfulness, so as not to get involved in the methodological confusion of definitions. If the first one is the result of certain abilities and labor achievements, then the second one is a personal quality (PEREVOZOVA; KRAYNOVA, 2019). It is advisable to clarify the scope of successfulness implementation in relation to the type of activity. As an integral assessment of the individual’s activity, this definition can be used in the categories of cultural and historical (knowledge, abilities, skills, methods of activity, moral guidelines and values), which create a sense of satisfaction and comfort for the subject, the opportunity to reveal abilities and self-realization (BIRINA, 2014).

Successfulness can also have a negative character with an anti-human orientation, destroying the personalities of other people. That is why it is necessary to harmonize the success of a person in any type of activity and to form success in line with harmonious relations with society. Many teachers agree on the idea of harmonizing the personality through education. Thus, T. O. Krugovaya identifies spiritual and moral education as a condition for the harmonious development of the student’s personality (KRUGOVAYA, 2020). And according to the idea of A. M. Bulynin and E. E. Serova, multicultural education is the basis for the harmonious development of the student’s personality in modern conditions (BULYNIN; SEROVA, 2020). Some scientists and theologians consider complete inner freedom and humility, the rejection of fame and success to be indicators of a harmoniously and spiritually developed personality. Low level of attachment, lack of social dependence. Independent inner

peace, cheerfulness, calmness. Rejection of criticism, resentment, social grievance. Changing the worldview leads to rapid spiritual growth. It is very difficult for many people to change their worldview or accept something that does not correspond to their concept of the world. Stagnating in dogmatic mental concepts, a person makes his personal growth and spiritual development almost impossible. In the search for a way to form a harmonious personal development the authors resort to the information environment of the Internet, in which the anonymous author tends to achieve the greatest success (VOROB'EVA *et al.*, 2014), with the azimuth of chronic unsuccessfulness scientists find in real offline communication (GLAZYRINA; SHERKEVICH, 2017). Specifying this postulate, in particular, according to the thought of I. A. Agafonova, E. N. Anopkina, V. V. Efremova, music is an effective means of forming a harmonious social personality comfortable adaptation of children with special needs (from work experience) (AGAFONOVA *et al.*, 2020). Clarifying this postulate, A. I. Shakirova identifies art therapy as a means of harmonious development of younger schoolchildren in music lessons (SHAKIROVA, 2020) N.V. Zhigar, following the authors, identifies pedagogical conditions for the formation of a harmoniously developed personality by means of classical dance (ZHIGAR, 2020). Through the activation of cognitive activity, I. V. Vorobyova and her colleagues saw the basis for the formation of a harmonious personality in the development of self-confidence as a readiness to solve complex problems, with a stable level of claims, the need to avoid failures (VOROB'EVA *et al.*, 2014). M. V. Dubtsova includes in the educational process the social partnership of the family and kindergarten as a means of developing a harmonious personality of the child (DUBTSOVA, 2020). G. P. Ivanova and S. G. Charkhifalakyan consider the formation of the social success of the younger student to be a problem of modern pedagogy (IVANOVA; CHARKHIFALAKYAN, 2020). V. G. Krichevsky points to the moral qualities of the teacher as a factor of the success of the process of educating a harmonious personality (KRICHEVSKY, 2020). I. V. Salnikova was engaged in predicting the academic success of younger schoolchildren based on the analysis of the development of social intelligence (SALNIKOVA, 2020). R. M. Abdirova, Z. R. Meshekbaeva, Z. A. Kenzhalieva described the development of the success of younger schoolchildren in the modern educational process (ABDIROVA *et al.*, 2020).

Several scientists divide the phenomenon of successfulness into apparent (imaginary) and real. If the first one leads to temporary success in the indicators of educational activity; apparent authority, achieving imaginary success, which disappears at the first test, for example, the Unified State Exam, then the second one has a long-term cognitive result in the form of fixed knowledge, skills and abilities. O. G. Fedorov in his work "Demonstration of students'

activity in the classroom and apparent successfulness: the relationship between the behavior of the individual and its imaginary successfulness” states that the imaginary successfulness of the teacher and his influence are to blame for the manifestations of this phenomenon (FEDOROV, 2018).

Materials and Methods

The object of our research was the process of forming a harmonious personality. The selection of diagnostic tools and methods included methods of observation, analysis of the result of educational activities, interviews, and surveys. We used the poorly formalized method “unfinished sentences” (the Sachs-Levy test) to study the educational success of adolescents, which several scientists define as a psychological method belonging to the group of projective - additive (KARNEEV; KRASNOPOLSKAYA, 2015). Others refer it to the group of verbal projective tests (FORER, 1993; MURRAY; MACKINNON, 1946; ROTTER; WILLERMAN, 1947). We used it in the group, including the element of competition in the measuring scale, to reflect on the individual success of each teenager of their achievements in the verbalization of the image of the description. First, visual and verbal contact was established with the teenagers in order to get a sincere, natural reaction. We used a voice recorder, as the form of this technique was oral, and then we analyzed each answer together with the group and a psychologist. The subject of the study is the successfulness of a teenager in educational activities. An analysis of school journals, a conversation with subject teachers allowed creating a card index of school performance. Further ranking and allocation of percentage significance formed a statistical platform for analyzing the obtained results. We, a group of Russian scientists living in different cities, held a seminar-meeting, where we set the goal, defined the tasks and methods of our joint research. The entire sample (70 people) consisted of unsuccessful teenagers born in 2010. In order to comply with the standards of professional ethics, we do not mention school numbers and city names. The initial psychological profile was homogeneous. The criterion of failure was determined according to a single scheme: an outsider, not socially active, low academic motivation, a stable C-student. Tutors, social educators, and psychologists worked in the experimental group for the entire academic year 2020-21. They provided timely psychological and pedagogical support for the formation of a personality in obtaining a positive experience of educational and social successfulness for each member of the experimental group. An effective method of ensuring educational success was the anticipation, advance of the assimilation of knowledge of the subject. So, the tutor the day before explaining the new topic of the lesson

told it in detail to the teenager. And the teacher, telling this new topic in class at the lesson, accompanied the questions to the students, encouraging the prepared teenager to answer, thereby demonstrating his competence. The main condition of the experiment was strict confidentiality. The class was not aware of the extra classes with the previously lagging student. The members of the experimental group took part in various contests, sports competitions, quizzes and the school olympiad. The results were recorded in the individual growth passport.

Results and Discussion

The successfulness formation as the basis for the harmonious development of the personality of schoolchildren in modern conditions involves a comprehensive impact on this process, operant reinforcement of the skills of achieving success.

The results of the survey showed that more than 85% of respondents said that they are quite successful in educational activities, 20% of teenagers consider themselves not successful enough. Only 5% of respondents do not consider this quality a positive characteristic of the individual, they believe that it is harmful to be always successful in everything, which is reflected in Figure 1.

Figure 1. Results of the answers to the question “What does successfulness mean to you?”



Source: Devised by the authors

We will offer generalized answers to the questions of the method of unfinished sentences, which we adapted according to the idea of K. S. Mayers (SERGEEVA *et al.*, 2020) to the problem of our research and significantly reduced the number of questions to 50.

1. *I think that successfulness is ...* We received answers such as “the opportunity to be the first” (67%), “the result of a lot of work” (13%), “to be lucky”, “the merit of parents” (5%). 15% “believe in oneself”.

2. *If everyone is against me, then ...* – we received responses in 44% of the type “... these are bad people”, “... they are my enemies”; 40% - “I don’t care about them”; 16% - “you need to think about how to make friends with them and fix the situation”.

3. *Successfulness should be nurtured from early childhood, because....* In 32% answered “it will teach to be the first”; 12% answered that it is impossible to be unsuccessful, as “they will trample”, “those who are bolder and more impudent will take away your benefits”, “resources are limited, and there are a lot of people and therefore you need to be at the top”; 33% spoke for the unacceptability of early education of successfulness.

4. *If I were successful in my studies, then ...* – the answers could not be grouped by semantic series.

5. *There were cases of failure, fatal bad luck in my life and then I ...* - 72% “closed in”; 18% “found a way out of the situation”; 2% “asked for help”; 2% “can’t answer”.

6. *What qualities does a successful student have?* Based on the results of the responses, we ranked these qualities and offered to evaluate the degree of their presence in the teenager himself.

A total of 50 questions were asked, which in one way or another reflected the teenager’s attitude to success, the scheme of overcoming failure, the tactics of behavior at the same time, the assessment of their own level of claims, resilience, self-confidence, independence and strong-willed qualities.

Table 1. Successfulness indicators

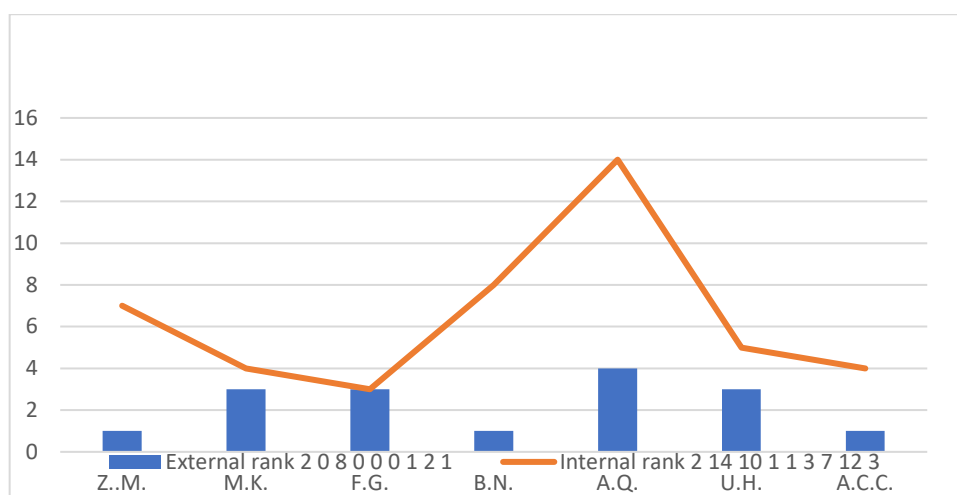
Indicators of harmonious development	Rank external	Success rates	Grade internal
Social relevance	16.75	Claim level	19.33
Spiritual education	12.37	Adequate positive self-esteem	18.78
Moral level	9.12	Viability	17.14
Physical harmony	9.01	Self-confidence	17.11
Intellectual development	8.92	Freedom of choice	15.33
Broad outlook	8.52	Independence	14.44
Social activity	7.56	Willpower	11.56

Source: Devised by the authors

After the work of tutors and teachers on the formation of individual successfulness of teenagers, their social significance in the classroom increased, the level of claims stabilized, there was a desire to improve their spiritual education, self-esteem became higher, and the share of vitality increased.

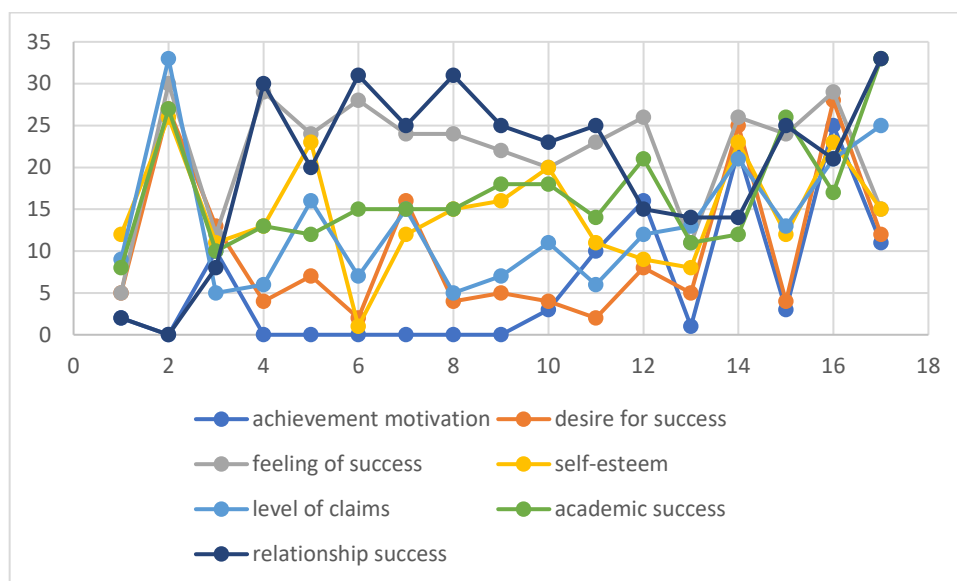
Individual work to ensure the success of adolescents, increased attention to them, psychological and pedagogical support increased the level of self-confidence, the number of freedoms of choice, expanded horizons, increased social activity. Arbitrariness in the performance of tasks was harmonized by a sense of independence, and willpower began to manifest itself more often. The concept of “internal and external rank” requires clarification. Internal one is understood as the result of the work of the system of self-assessment and reflection on the presence and functioning of personal qualities that are indicators of the harmony of the individual and success, the scheme of the worldview and the image of the World and Oneself. External rank can be considered visually observable characteristics of a person, such as physical data, social attractiveness, material wealth, social significance, popularity in their group. The weight ranks are complementary. The group, to which we created a situation of success in educational activities, developed a persistent skill of striving for positive results and encouragement. The distribution of adolescents from the experimental group by external and internal ranks is shown in Diagram 1.

Diagram 1

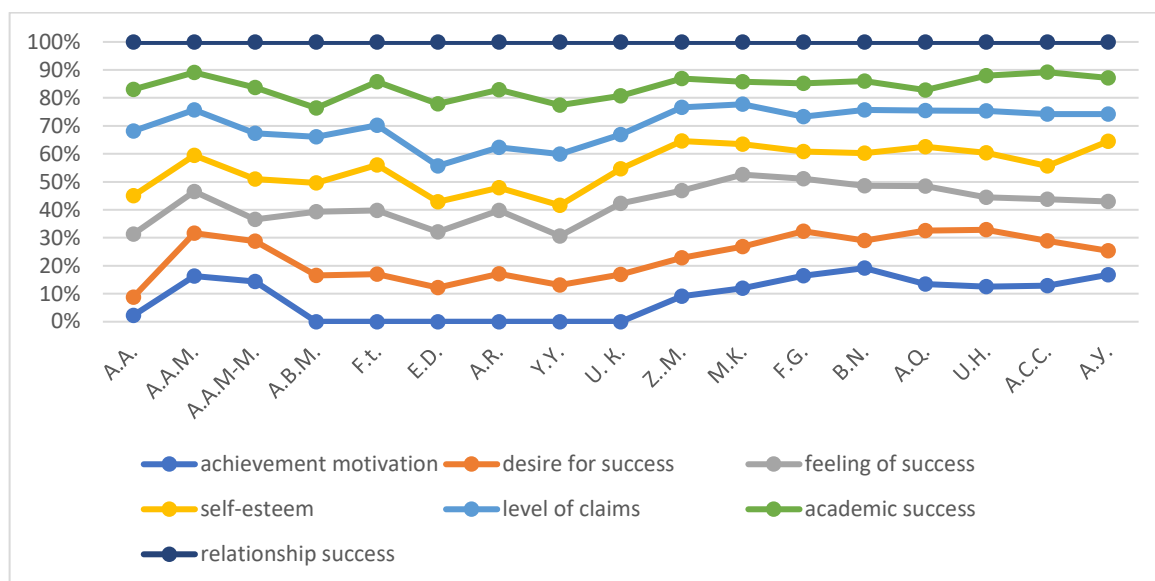


Source: Devised by the authors

Self-analysis of their changed social status in a group of adolescent peers allowed them to change their self-attitude and increase the level of claims, the desire to achieve success. We present statistically structured data before (Diagram 2) the experiment and after (Diagram 3):

Diagram 2


Source: Devised by the authors

Diagram 3


Source: Devised by the authors

The comparative visualization of the presented diagrams allows speaking about the positive result of our actions to form the individual success of adolescents, which we conducted during one academic year in an experimental group of unsuccessful adolescents from different educational institutions and different cities of Russia.

Statistical data showed a significant increase in the level of success, the sense of success, self-esteem, and the level of claims. Academic success in academic activities also increased, as it is shown in the following tables:

Table 2. Summary table of successfulness indicators before the experiment

First Name Last Name	achievement motivation	desire for success	feeling of success	self-esteem	level of claims	academic success	relationship success
A.A.	2	5	5	12	9	8	2
A.A.M.	24	27	30	26	33	27	0
A.A.M-M.	10	13	12	11	5	10	8
A.B.M.	13	4	29	13	6	13	30
F.t.	2	7	24	23	16	12	20
E.D.	12	2	28	1	7	15	31
A.R.	5	16	24	12	15	15	25
Y.Y.	15	4	24	15	5	15	31
U. K.	14	5	22	16	7	18	25
Z..M.	3	4	20	20	11	18	23
M.K.	10	2	23	11	6	14	25
F.G.	16	8	26	9	12	21	15
B.N.	1	5	11	8	13	11	14
A.Q.	22	25	26	23	21	12	14
U.H.	3	4	24	12	13	26	25
A.C.C.	25	28	29	23	21	17	21
A.Y.	11	12	15	15	25	33	33

* The table shows data on teenagers from six cities, using the free choice method
Source: Devised by the authors

Table 3. Summary table of successfulness indicators after the experiment

First Name Last Name	achievement motivation	desire for success	feeling of success	self-esteem	level of claims	academic success	relationship success
A.A.	4	12	41	25	42	27	31
A.A.M.	33	31	30	26	33	27	22
A.A.M-M.	22	22	12	22	25	25	25
A.B.M.	23	21	29	13	21	13	30
F.t.	22	24	32	23	20	22	20
E.D.	31	17	28	15	18	31	31
A.R.	25	25	33	12	21	30	25
Y.Y.	15	18	24	15	25	24	31
U. K.	14	22	33	16	16	18	25
Z..M.	16	24	42	31	21	18	23

M.K.	21	26	45	19	25	14	25
F.G.	29	28	33	17	22	21	26
B.N.	41	21	42	25	33	22	30
A.Q.	22	31	26	23	21	12	28
U.H.	26	42	24	33	31	26	25
A.C.C.	25	31	29	23	36	29	21
A.Y.	43	22	45	55	25	33	33

* The table shows data on teenagers from six cities, using the free choice method

Source: Devised by the authors

Teenagers' participation in meaningful activities increased their level of ambition, self-esteem, and sense of successfulness. As an example, we will give the life story of a teenager I.M., who chose the slogan "I will prove to everyone that I am not a fool" as his personal credo. In the classroom at the lesson in 2019, there was a major conflict between I.M. and the Russian language teacher, which was accompanied by a verbal altercation and the teacher called him an "untrained fool". After that, the teenager worked hard on himself, went to a tutor and received the highest scores on the BSE, confirming the status of the best student of the school. This case confirmed our guess: to be successful always and everywhere is harmful for development, as it is possible to get bogged down in the "swamp of well-being" (AMINOV; AMINOVA, 2015), while failures harden us and act as a dope for achieving the goal in life, strengthening our vitality.

Conclusion

The analysis of the latest views on the process of harmonious personality formation showed the unanimity of Russian scientists and the recognition of the dominance of various educational technologies in educational activities. If we have received the definition of harmonious development as a safe formation of the physical, aesthetic and spiritual-moral component, as well as the growth of personal structures in the direction of social benefits, then with the concept of successfulness it is necessary to turn to a more detailed analysis. We propose the following definition of successfulness. This is a set of external and internal ranks of socialization and efficiency in a certain type of activity, which the individual uses to achieve his goal. In the arsenal of a successful person, there is a high level of pretension, a desire to achieve success and an adequate positive self-esteem. Such qualities as resilience, a safe personality, purposefulness, and predictive abilities are important. It is also necessary to lay the foundation for successfulness from adolescence.

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