

THE SUCCESS RATE FORMATION AS THE FOUNDATION FOR THE GROWTH OF STUDENTS' PERSONALITIES IN CONTEMPORARY CIRCUMSTANCES

LA FORMACIÓN DE LA TASA DE ÉXITO COMO BASE PARA EL CRECIMIENTO DE LA PERSONALIDAD DE LOS ESTUDIANTES EN LAS CIRCUNSTANCIAS CONTEMPORÁNEAS

Aminova D.K.¹*; Galchenko N.A.²; Latipova L.N.³; Misonzhnikov B.Ya.⁴; Usheva T.F.⁵

1. Dagestan State Pedagogical University, Russia. tsahaeva@rambler.ru
2. Murmansk Arctic State University, Russia. galchenko.n.a.@mail.ru
3. Kazan (Volga region) Federal University, Russia. latipova-liliya@mail.ru
4. Petersburg State University, Russia. bmiss20550@mail.ru
5. Irkutsk State University, Russia. itf76@mail.ru

* Corresponding author: Aminova D.K., e-mail: tsahaeva@rambler.ru

ABSTRACT

This current study is focused on the quest for procedures for the success rate formation as the foundation for the harmonious growth of the students' personalities in contemporary circumstances. The new generation of "Pepsi" is indifferent and not resilient in a substantial part. This article carried out an analysis of the recent practical and scientific and empirical research on a case of 9 grade students. The authors have chosen methods and tools to obtain data in the shape of techniques of investigating of the outcomes of educational tasks, observation, surveys, and conversations and utilized the poorly formalized "unfinished sentences" method to investigate the adolescents' educational success. The result of the diagnostic cross-section to determine the success rate and its indicators is reflected. Also in this paper, the results of interviews on the subject of social assessments of successful personalities of adolescents are presented.

Keywords: Success rate; Active life position; Harmonious development; Self-assessment; Social apathy.

Revista de Investigaciones Universidad del Quindío,
34(S3), 15-20; 2022.

ISSN: 1794-631X e-ISSN: 2500-5782

Esta obra está bajo una licencia Creative Commons Atribución-
NoComercial-SinDerivadas 4.0 Internacional.



RESUMEN

El presente estudio se enfoca en la búsqueda de procedimientos para la formación de índices de éxito como base para el crecimiento armonioso de la personalidad de los estudiantes en las circunstancias contemporáneas. La nueva generación de “Pepsi” es indiferente y poco resiliente en una parte sustancial. Este artículo realiza un análisis de la investigación práctica y científica y empírica reciente sobre un caso de estudiantes de 9º grado. Los autores eligieron métodos y herramientas para obtener datos en forma de técnicas de investigación de los resultados de tareas educativas, observación, encuestas y conversaciones y utilizaron el método mal formalizado de "frases inconclusas" para investigar el éxito educativo de los adolescentes. Se refleja el resultado del corte transversal del diagnóstico para determinar la tasa de éxito y sus indicadores. También en este trabajo, se presentan los resultados de entrevistas sobre el tema de las evaluaciones sociales de personalidades exitosas de los adolescentes.

Palabras clave: Tasa de éxito; Posición de vida activa; Desarrollo armónico; Autoevaluación; Apatía social.

INTRODUCTION

The today's condition of the growth of civilization has resulted in a heightened rate of social indifference and a remarkable number of Russian residents' desocialization. A substantial part of the goods consumption's generation they have inherited with no trouble, at the slimmest failure or resistance, sinks into despair or abandonment of tension. Psychologists, Sociologists, and teachers claim a heightened rise in the termination of active lives of the youth, and also suicidal moods of teenagers and the young.

Inadequate resilience results in the necessity for stabilizing accurately the qualities that guarantee the steadiness of the favorable functioning of the people, reflected on the qualities that feature the assimilation of an individual into subjectivity, balancing between the others and self. Along with a desirable harmonization vector of relationships of that balance, a sensation of self-confidence, self-esteem, resilience, a good mindset on the globe and altruistic requirements come up, shaping the procedure of individual self-growth (Terepyschyi & Khomenko, 2019; Abdusalilova & Qorayev, 2020). The opposite of that concept is the success formation, meaning the passion and need to live and be worthy, qualified and distinguished in your group. All of the humanistic sciences are focused on the development of the success of growing personalities, history affirms the quest for means and tools. The standards and requirements for success rate in various historical epochs have sometimes been inferred antagonistically: from the capacity to swiftly catch game birds to conduct greatly intelligent assignments. Several scientists mention the necessity for balanced growth of the students' personalities in contemporary circumstances by success rate (Abdusalilova & Qorayev, 2020; Nozimovich et al. (2020). However, initially, it seems vital to divide the notions of success rate and success, not to engage in the definitions' confusions. In case the initial one is the outcome of particular capabilities and labor accomplishments. Next, the latter is regarded as personal qualities (Virna, 2015; Hilman et al., 2021). Success rate is able to hold a inadequate character with an anti-human inclination, sabotaging other people's personalities. This is the reason why it appears crucial to balance the success of an individual in any kind of action and to shape success rate in line of balanced relationships with the communities. Several teachers confirm the notion of harmonizing

the personalities via education. Thus, Griban et al. (2020) recognizes moral and spiritual education as a circumstance for the balanced growth of the student's personalities. Based on the opinion of Mamurov et al. (2020), multicultural education is regarded as the foundation for the balanced growth of the student's personalities in contemporary circumstances. Many scholars and researchers deem total inner humility and freedom, the rejection of success and fame to be indices and emblems of a spiritually and harmoniously developed personalities, including low attachment level, independent inner peace, calmness, resentment, shortage of social dependence, cheerfulness, rejection of criticism, social claim (Zhanguzhinova et al., 2016; Nozimovich et al., 2020). Overall, altering the worldview results in fast spiritual development. It seems quite tough for several people to alter their outlook or admit something that doesn't correspond to their view of the world. Vegetating in dogmatic mental notions, an individual gets his spiritual and personal growth nearly impossible. In quest for a means to shape a balanced personalities development, Orikhovska et al. (2020) resorts to aesthetic and ecological education. Explaining this notion, particularly, based on the concepts of Suleimenova and Ivanova, (2018), music could be an efficient tools of shaping a balanced social personalities and easy adaptation of children with general speech underdevelopment (from work experience). Regarding that postulate, Sokolovskaya et al. (2020) recognizes art-therapy as a tools of balanced growth of younger children in music courses. Nozimovich et al. (2020) recognizes pedagogical circumstances for the development of a balanced developed personalities through classical dance. By the cognitive activity activation, Mamurov et al. (2020) observed the foundation for forming a good personalities in the growth of creative thinking in teenagers. Griban adds in the educational procedure the social partnership of the kindergarten and family as a tools for development a balanced personalities of the children. Hilman et al. (2021) regard the development of the social success rate of the youth to be an issue of contemporary pedagogy. Budnyk (2016) mention the ethical qualities of the teachers as an important element in the success rate of the procedure of developing a balanced personalities.

Several scholars split the concept of success into real and apparent (imaginary). In case the initial one results in short-lived success in the indices of apparent authority, educational tasks; attaining imaginary success, disappearing at the initial test, for instance, the Unified State Exam. After that, the next one holds a long-lasting cognitive results in the shape of fixed knowledge, abilities and skills. Abdusalilova & Qorayev (2020) in his study claims that the appearance of the concept are to blame for the imaginary success of the teachers and their impact.

MATERIALS AND METHODS

The primary aim of this study is examining the formation balanced personalities, the selection of methods and tools of diagnosis included analysis of the results of educational tasks, observation, surveys and conversations. The poorly formalized method of unfinished sentences (the Sachs-Levy test) is utilized to investigate the educational success of teenagers, which several scientists regard as a psychological technique belonging to the group of projective - additive ones. Other scientists regard it as a group of verbal projective tests. We utilized it in the group, incorporating the factor of competition in the measuring level, to demonstrate the individual success rate of teenagers in their success in verbalizing the description image. Firstly, verbal and visual contact was set with the teenagers to gain a natural, sincere reaction. We made use of a voice recorder, as the form of that technique was oral. After that, we investigated each answer together with the psychologist and group. The objective of the article is the success rate of teenagers in educational actions.

RESULTS AND DISCUSSION

The development of success rate as the foundation for the balanced growth of the students' personalities in contemporary circumstances has a thorough effect on that procedure, operant reinforcement of the capacity of attaining success.

The outcomes of the article demonstrated that above 85% of participants stated that they are totally successful in educational tasks, 20% of teenagers deem themselves not successful enough. Merely 5% of them don't regard that quality a desirable feature of the individual, they argue that it is detrimental to be constantly successful in everything, which is demonstrated in Figure 1.

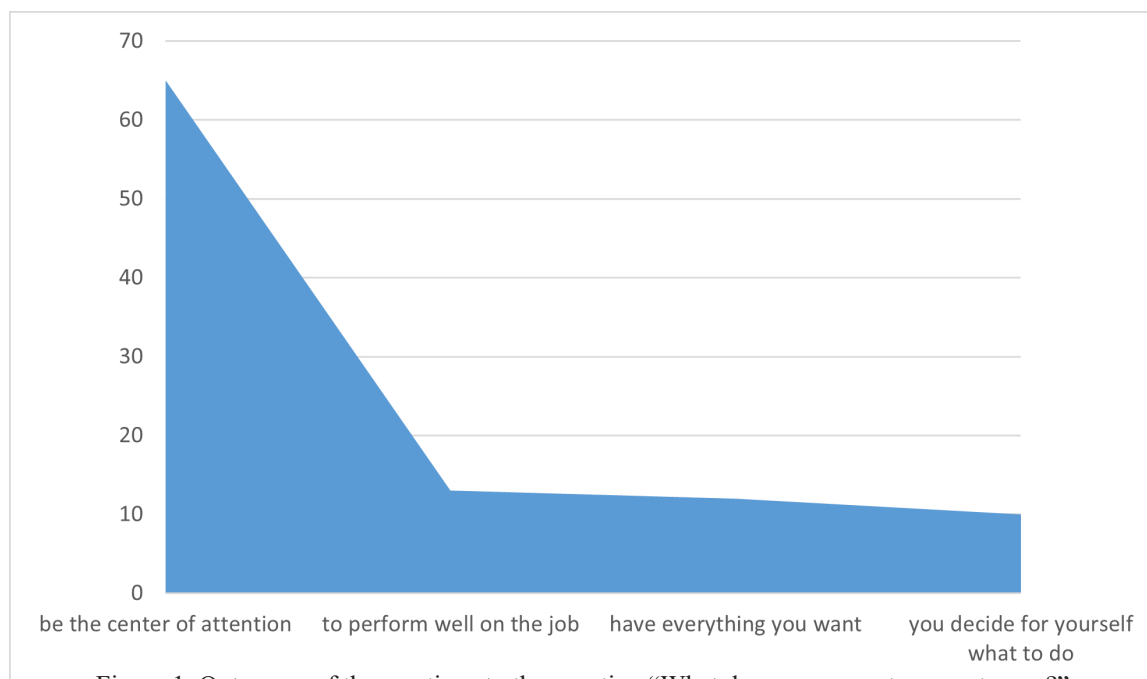


Figure 1. Outcomes of the reactions to the question "What does success rate mean to you?".

The study suggests general responses to the inquiries of the procedure of unfinished sentences, adapted based on the notion of Budnyk (2016) to the issue of our study and substantially decreased the number of questions to 50

1. *I believe that success rate is ...* The answers, such as "the chance to be the first" (67%), "the results of lots of work" (13%), "lucky", "the parents' merit" (5%). 15% "self-belief" were obtained.
2. *In case everyone is opposed to me, ...* – answers in 44% of the kind "... those are bad persons", "... they are regarded as my enemies"; 40% - "I do not care about them"; 16% - "you should to contemplate how to win friends and address the issue" were received.
3. *Success rate shall be cultivated from early ages, since...* 32% responded "that will teach you to be first"; 12% stated that it seems unlikely not to be successful, as "they trampled", "get away your benefit those who are timid and sassier", "confined resources, and lots of individuals and so you require to be best"; 33% were in advocate of the unacceptability of early education success rate.
4. *In case I were successful in my educational process,..* - the responses couldn't be classified by semantic series.
5. *In my life, there were instances of bad luck and failure, and I ...* - 72% "maintain myself numb";

18% “discovered an option out of the circumstance”; 2% “sought assistance”; 2% “cannot respond”.

6. *What features and merits do a good and successful student possess?* Considering the results of the answers, we classified the merits and offered to evaluate the scale of their presence in the teenager himself.

Overall, 50 questions have been asked, which in a way or another demonstrated the teenager’s outlook on success, the scheme of surmounting failure, the methods of behavior simultaneously, the evaluation of their own level of resilience, claims, self-confidence, strong-willed and independence qualities (table 1).

Table 1. The teenager’s tendency toward success, the scheme of surmounting failure, the methods of behavior simultaneously, the evaluation of their own level of resilience, claims, self-confidence, strong-willed and independence qualities.

INDICES OF HARMONIOUS DEVELOPMENT	RANK EXTERNAL	SUCCESS RATES	THE RANK OF DOMESTIC
SOCIAL RELEVANCE	16.750	The claims level	19.330
SPIRITUAL EDUCATIONS	12.370	Sufficient self-esteem	18.780
THE MORAL LEVEL	9.120	Resilience	17.140
PHYSICAL HARMONY	9.010	confidence	17.110
INTELLECTUAL GROWTH	8.920	Choice of Freedom	15.330
BROAD MINDSET	8.520	Independence	14.440
SOCIAL ACTIVITIES	7.560	Willpower	11.560

The notion of “external as well as internal rank” needs further explanation. Internal is regarded as the results of the evaluation of the procedure of self-evaluation and demonstration on the functioning and presence of individual features that are indices of the balance of the rate of success, the plan of the outlook and the picture of the globe. External rank may be deemed visually observable features of an individual, including physical info, social appeal, social significance, earthly wealth, appeal in their group.

CONCLUSION

The investigation of the last views on the procedure of balanced personalities formation revealed the unanimity of Russian scientists and the detection of the power of several educational technologies in educational tasks. In case we got the definition of balanced growth as a right formation of the aesthetic, physical, and spiritual-moral components, and also the development of personal structures in regards with social advantages, with the notion of success rate it seems crucial to resort to a more detailed investigation. The authors recommend the next definition of success rate. That is a range of internal and external ranks of socialization and effectiveness in a particular sort of activity, which the individual utilizes to attain their goals. In the arsenal of a successful person, there stands a great level of pretension, a passion to attain success and a sufficiently positive self-esteem. That kind of qualities as safe personalities, resilience, purposefulness, and predictive capacity are substantial. Furthermore, it appears crucial to set the basis for success rate from adolescence.

REFERENCES

- Abdualilova, S. A., & Qorayev, S. B. (2020). The role of pedagogical technologies in the formation of students' scientific outlook. *European Journal of Molecular & Clinical Medicine*, 7(03), 2020.
- Budnyk, O. (2016). Educational Model of a Modern Student: European Scope. *Journal of Vasyl Stefanyk Precarpathian National University*, 3(2-3), 9-14.
- Hilman, A., Matlasevych, O., Kulesha, N., & Balashov, E. (2021). Peculiarities of Attitude to the Disease in Adulthood. *Journal of Cognitive Science*, 22(1), 111-133.
- Griban, G., Yavorska, T., Tkachenko, P., Kuvaldina, O., Dikhtiarenko, Z., Yeromenko, E., ... & Prontenko, K. (2020). Motor activity as the basis of a healthy lifestyle of student youth. *Wiadomości Lekarskie*, 73(6), 1199-1206.
- Mamurov, B., Mamanazarov, A., Abdullaev, K., Davronov, I., Davronov, N., & Kobiljonov, K. (2020, March). Acmeological Approach to the Formation of Healthy Lifestyle Among University Students. In *III International Scientific Congress Society of Ambient Intelligence 2020 (ISC-SAI 2020)* (pp. 347-353). Atlantis Press.
- Nozimovich, T. N., Ibrahimovna, Y. N., & Ravshanovich, J. R. (2020). Development Of Student's Creative Abilities In The Fine Arts In The Higher Education System. *The American Journal of Social Science and Education Innovations*, 2(07), 232-238.
- Orikhovska, A., Andrieieva, O., Kashuba, V., Lazariieva, O., Lytvynenko, Y., Kirichenko, V., ... & Khrypko, I. (2020). Social integration of hearing-impaired students by means of health-enhancing and recreational activities. *Teoriâ Ta Metodika Fizičnogo Vihovannâ*, 20(2), 86-94.
- Sokolovskaya, I. E., Polyakova, O. B., Romanova, A. V., Belyakova, N. V., & Tereshchuk, K. S. (2020). Educational and professional motivation of students with various religious orientations. *European Journal of Science and Theology*, 16(4), 169-180.
- Suleimenova, A., & Ivanova, O. (2018). Emotional Competence and Individual Style of Action of Future Teachers of Higher Education in the System of Education for Sustainable Development. *Journal of Teacher Education for Sustainability*, 20(2), 44-63.
- Terepyshchyi, S., & Khomenko, H. (2019). The Dialectics of Humanism and Pragmatism as a Basis for the Formation of Higher Education Strategy Development. *Ukrainian Policymaker*, 5(98), 107.
- Virna, Z. H. A. N. N. A. (2015). Professional deformations: tendencies, dynamics and risks of manifestation. In *Annales Universitatis Mariae Curie-Skłodowska* (Vol. 2, No. 28, pp. 123-136).
- Zhanguzhinova, M. Y., Magauova, A. S., & Nauryzbaeva, A. S. (2016). Competence approach in Vocational education of Kazakhstan in conditions of innovational and industrial development of the society. In *Proceedings of the International Scientific Conference Rural Environment. Education. Personality* (Vol. 9, pp. 128-133).