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## **DEVELOPMENT OF A SUCCESSFUL AND RESPONSIBLE PERSONALITY OF A STUDENT**

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One of the most important priorities of our civilization is success, with the achievement of which practically all life values of a modern person are associated, among which the most important is happiness. To be happy means to be successful, and vice versa, a successful person is happy. Scientists back in the 70s of the 20th century proved that the destructive behavior of pupils and students is directly related to school and academic failure. As A. Maslow showed, the behavior and communication depend on the level of student's success in studies. At the same time, success in studies leads to strengthening independence, self-esteem, improving relationships with others, and changing the student's well-being.

Success as such, as a fundamentally purposeful category, is associated with the process of effective achievement of life goals by a person. Proving this statement is the **purpose** of our article.

It has also been proven that the experience of victories, that is, the experience of success, which allows a person to control the situation, is a protection against helplessness in learning. In addition, failure (as an inferiority complex) through a defensive psychological reaction can form a superiority complex over other people, which activates aggression not only at the level of separate individuals, but also of entire nations.

In the book *“Man's Search for Meaning”*, V. Frankl wrote about meaninglessness of modern life and existential vacuum of modern civilization, which is one of the most serious problems of man and society. Meaning as a system of goals of human existence is understood as a goal, as a “thought about a goal”, which belongs to the future, that is, it appears as a potential category [1].

The crystallization of the image of the future is also the cornerstone of successful management, since in order to set management tasks, it is necessary to

have an image of the future, which, in turn, is impossible without an adequate picture of the world.

It is known that in our society, less than three percent of people achieve many times more than all the others. And one of the main qualities that distinguishes these successful individuals from the general mass of people is the presence of clear goals and the ability to live, planning their lives. This was clearly demonstrated by an experiment that began in 1953 at Harvard University (USA). All graduates were asked whether they have a goal in life, whether they have a desire to achieve this goal. It turned out that less than three percent of students set clear and meaningful goals for themselves and express ideas of what they want from life. Over the next 25 years, observing their life successes, it was found that these graduates achieved much more than others in all areas of life and activities. The mentioned research was developed in the context of the so-called “marshmallow test” (refer to Stanford marshmallow experiment). It should be noted that an adult is also tested according to the principle of the “marshmallow test”, as he/she is temporarily tempted by numerous objects of the world of total consumption [2; 3].

A. Luria noted the deficiency of the prefrontal zones of human brain in inveterate recidivists; this is obviously due to the fact that the mechanisms of analytical forecasting and prediction of the future (for which the prefrontal zones of human brain are responsible) are poorly developed in the latter, and this, in turn, leads to the fact that such people, for whom the future is not a relevant factor of their behavior (as is also the case with savages and children), are prone to risky adventures not predicting the consequences of their actions.

The realization of life meaning as a goal can be illustrated by the observations of V. Frankl, who spent several years in a concentration camp. V. Frankl wrote that a concentration camp prisoner falls into a kind of constant hell, since he/she is in an atmosphere of “end uncertainty” and “uncertainty of the end”, since none of the prisoners could know how long he/she would have to stay there. V. Frankl himself, according to his memoirs, was saved from death by dreams of a happy future: he imagined himself in a bright auditorium giving a lecture to students about the psychological features of a person's stay in a concentration camp.

Here it is appropriate to refer to the principle of “tomorrow's joy” by A. Makarenko, to the “School of Joy” by V. Sukhomlynsky, when the entire pedagogical process is aimed at evoking a feeling of joy in the participants in the educational process through success in educational activities and communication with peers and other people. At the same time, success in schooling (regardless of the subject and type of education), the experience of success in educational and gaming activities determine the further life trajectory of a person being a child, his/her social status and general success in future adult life.

Therefore, the child's success in at least one of the areas of activity leads to the formation of a psychological attitude towards success and joy, which, thanks to the synergistic effect, direct any activity of the child towards achieving success. Conversely, if a person has not experienced success and joy in the family, kindergarten, at school and university then in later life it will be quite problematic to achieve success for such person.

Success is directly related to creative activity: studying the biographies of outstanding creators, one can find the only common thing in their biographies – getting used to the joy of creative discovery in adolescence [4].

#### Conclusions.

1. Success, which is one of the main life priorities of a person, as a goal-setting category is associated with the process of effective achievement of life goals by a person. People who are clearly and distinctly aware of their life goals and the means of their implementation achieve much more in life than the rest of the others who do not set goals for themselves and do not see life prospects. The latter often feel a vacuum of life meaning, since meaning as a system of goals of human existence is understood as a goal, as a “thought about a goal”, which is a potential category directed towards the future.

2. Failures in studying leads to the development of an inferiority complex and, through a defensive psychological reaction, can form a superiority complex over other people, which provokes a person’s aggressive attitude towards the world around them. Failure of students is often transformed into a stable psychological attitude that determines the emergence of new failures and leads to the formation of a closed circle of failure and helplessness. Destructive behavior of schoolchildren is often associated with school failure.

3. The child's success in at least one area of activity leads to the formation of a psychological attitude towards success and joy in life. Success in educational activities leads to strengthening independence, self-esteem, improving relationships with others, and harmonizing the behavior of all participants in the educational process. At the same time, the person's rooting in a single form of success can lead to a destructive attachment to such a specific success, which can have negative consequences in later life.

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