The formation of a successful personality of a pupil in Ukrainian primary school during media education implementation

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Abstract. The article substantiates the relevance of implementing the technology of formation of a successful personality of a primary school age pupil during media education implementation at primary school. A technology model is developed. The necessity of solving problems of success simultaneously with increasing the level of media culture of a pupil, the formation of key competencies for life, preparation of a child for the life's self-realization on the basis of the partnership implementation of schoolchildren, parents and teachers is proved. The need of the embodiment of the pedagogy of heart and the pedagogy of success is shown. The diagnostic toolkit for determining the levels of formation of the successful personality of primary school pupils is specified. The effective forms and methods of the schoolchildren education are substantiated: the creation of electronic books, projects "Rules of Success Achievement", "Stories of Success", watching movies about successful people with special needs, analysis of media products on the topic of success. The ways of educating parents about the problems of children's success are determined. The results of experimental research are analyzed. The necessity of improving the content of textbooks in the context of achieving success, increasing interest to children's periodicals is revealed. The formation of a successful pupil is considered as one of the ways to strengthen the Ukrainian state. The necessity of raising the authority of the teaching profession is proved.

Keywords: successful personality, primary school age pupil, technology, media literacy, media education.

1 Introduction

1.1 The problem setting

In the last decade in the pedagogy of primary education, the problem of success and successfulness has become rather actual. There exist a few reasons for the interest in these issues. Usually, success is associated with financial independence or wealth. It is known that in Ukraine the standard of living of the population is steadily deteriorating. One of the ways to overcome poverty lies in developing children's successful personality features. Such education should begin at primary school. The success of a primary schoolchild serves as a start for achievements in high school and a basis for life-long self-realization in the future. In addition, the interest in the success development is due to the introduction of the Concept of a New Ukrainian School [7], the New State Standard of Primary Education [15], which focus school teachers of the first degree to develop students' initiative and entrepreneurship as key competencies, skills to think critically and creatively, solve problems, organize own activities, which are through skills. The implementation of media education is another important problem of the primary school, the relevance of which in the educational sphere is reflected in the Concept of Media Education Implementation in Ukraine [10]. The formation of a successful pupil by means of the Concept enables to solve tasks on the way to success through the development of media culture, information and digital competence. The analysis of scientific sources proves that media is a powerful instrument of influencing personality, but their role in educating a successful pupil is underestimated. The imperfection or lack of patterns for imitation in the Ukrainian media, in particular, literary texts, can be one of the weighty reasons for the acute need of the society in the intellectual elite, effective managers, who would lead Ukraine to the central positions among the states with a high index of human development.

1.2 Analysis of the publications as to the problem of the research

Scientific researches of the problems of forming a successful personality are carried out in several planes: the formation of a successful personality in primary school; the factors to achieve success; the role of the media in forming a successful personality. The significance of childhood success for life self-realization, ways of preventing a loser complex are highlighted by William Glasser, who wrote in particular: "It is here [in the primary school classroom] that the child most often forms the lifelong concept of himself as a successful or a failing person. That's why the impact of school failure is so devastating: it attacks and destroys the child's initial identity as a successful person" [5, p. 39].

Scientists Lisa Wagner and Willibald Ruch in [19] have shown the interconnection between character strengths (such as perseverance, self-regulation, prudence, love of learning, hope, gratitude, perspective, teamwork, and social intelligence), positive classroom behavior, school achievements, because "being the nice student" will make the grade in just any subject. "It seems rather that character strengths facilitate achievement-related behavior that then may lead to better school achievements" [19].

Based on the results of this research we can affirm that character strengths directly influence on the achieving success in school. But these qualities should be formed and developed.

Important to our research are the ideas of John MacBeath on the necessity of gaining experience by a pupil to overcome difficulties as a factor of achieving success in the future. In this context, John MacBeath states: "The experience to deal with failure is a hugely telling indicator of school success and success in later life, the seeds of which are planted early. That every failure is a learning opportunity has gained the status of a cliché, but can only become a classroom reality when failure no longer carries high stakes penalties" [13, p. 61].

A thorough analysis of the problem of the six-year-old children's success was conducted by Olena O. Maksymova [14]. The scientist substantiated the pedagogical conditions for the achievement of success by pupils in the first grade in their productive activities in the process of subject-subject interaction and identified the diagnostic tools for the development of success.

On the basis of literature analysis, our own research, we have interpreted the concept of "successful personality of the primary school age pupil". It is a pupil whose *activity results correspond to the specified goals; which he/she and his/her surrounding consider successful, based on modern social norms, customs, values and standards*.

Given the relevance of media education, the researchers investigate the role of the media in forming a successful personality. The reflection of stereotypes about human success in media is the subject of scientific research of Magdalena Kolber [9], Ewa Grzeszczyk [8], Amelia Carr [3] and others. Magdalena Kolber hereby argues that comparing himself with the ideal created in the media leads to negative consequences (the appearance of low self-esteem, such a person does not feel happy) [9, p. 79–80]. The positive role of the media in forming a successful pupil is reflected in the works of Timirkhan B. Alishev [1], Svitlana P. Hryniuk [6], Albert Kh. Gilmutdinov [1], Tetiana Ye. Krystopchuk [11] and others, who, studying the factors of success of schoolchildren in Finland and Singapore, found that the positive ideas of the experience of these countries is the dissemination in the media of the stories of success in the diligent and disciplined study and work environment, systematic reading of books, periodicals [1, p. 245], [6, p. 2].

1.3   Unresolved aspects of the problem

As the resource base analysis shows, the problem of forming a successful personality of a primary school pupil during media education implementation in the Ukrainian primary school was not the subject of a separate study.

1.4   The purpose

The purpose of the article is to substantiate the technology of forming a successful personality of a primary school age pupil during media education implementation.

1.5   Methods of scientific research

A number of research methods have been used for the achievement of the goal:

- theoretical – functional and structural, interpretive and analytical, contrastive and comparative analysis of literary and informational sources, textbooks for pupils of the first-degree school, through which the researched problem was studied, forms, methods and means of formation of successful pupils were revealed; modeling (for the development of a model of technology for the formation of a successful personality of a primary school age pupil during media education implementation);
- empirical – observation, questionnaire, survey, confirmatory and forming experiment (children of the second and third grades of comprehensive schools No 16 of Ternopil, No 30 of Khmelnytskyi, Mukachevo Educational Complex "Preschool educational institution – secondary school of the I degree – gymnasium" were involved in the experiment) to check the effectiveness of the technology of forming a successful personality of primary school age children.

2   The results of the research

2.1   Media education tools for the formation of a successful personality of primary school age pupils

In primary school, due to the relevance of media education, children now know what media is and which media are. Traditional media used by the pupils of the first-degree schools include visual (fiction, textbooks, newspapers, magazines, pictures, photographs), audio (radio), audiovisual (theater, television programs). Innovative ones include a computer, a tablet, a mobile phone, a gadget, the Internet, etc. But, unfortunately, as evidenced by the analysis of scientific sources, empirical studies, their ability to form a successful pupil is used only partially.

The textbooks for primary school ("Literary Reading", "Ukrainian Language", "Mathematics", "I am in the World", "I Explore the World") were analyzed in terms of the success problems reflected in them. Of all the educational books, only in the textbook by Nadiia M. Bibik "I am in the world" for the 3rd grade various aspects of successful activities are sufficiently thoroughly presented. In particular, the social and value orientation of certain goals (the story "What to be?"), the formation of the qualities of successful person ("Human virtues", "How to succeed") is reflected. After reading these stories, primary school pupils learn that a person is born to leave a trace behind himself/herself — in memory, in the hearts of other people; need to learn to live for people; to achieve success in life one needs to be hard-working, persistent, not postpone what can be done today, and even anger and rudeness prevent you from achieving a desirable [2, p. 26, 29, 33, 70]. Here is an example of the inventor Edison, who was an extremely hard-working man. There was a ninety (!) per cent of work in the sweat of his brow reflected in his inventions. The rest relate to talent, inspiration, intuition, and other coincidences [2, p. 29]. In this textbook, the economic aspects of success (economy, thrift) are reflected [2, p. 74]. However, in general, in educational

books for the primary school, the problem of success is reflected rarely, fragmentarily without respect to the principle of continuity. We did not detect the texts where the children were taught the art of defining goals and analyzing their achievements, overcoming obstacles, how to communicate properly, to treat time with cautious, to create their own hero (a pattern of behavior), although such knowledge is essential for the formation of a key competence for life – the ability to study.

The fragments of the materials on success are partially presented in fiction, children's periodicals. It should be noted that there are more than 140 periodicals in Ukraine, among them the children's magazines "Angel's Lessons", "Barvinok", "Piznaiko", "Vodohray", "Zerniatko", "Kolosok", "Little Brainiac", "Sunflower", "Posnayko" (Eng.); cognitive and developing newspapers "Bunny", "The Alphabet of Fairy Tales", etc.) [4, p. 4]. However, according to research by Ruslana Z. Danyliak, 62% of the polled primary school teachers do not use children's periodicals either in their classes or in extra-curricular activities [4, p. 141]. The analysis of children's publications shows that they do not pay attention to success issues.

In periodicals and books, Ukrainian folk art is presented, in particular, the proverbs, sayings, acting on the development of a child completely opposite. On the one hand, they warn against ambitious plans: "Who flies high, falls low", and on the other, they call for persistent work that suits the vocation. In proverbs and sayings, the emphasis falls on the importance of motivation for an activity, "There is no work without eagerness", hard work in the achievement of success: "There is no fruit without labor". It is necessary to focus attention on the harmful influence on the formation of a child of certain proverbs like "My sweet peace, I feel good with you", "Neither move forward, nor leg behind, stay only in the very medium, like a periwinkle in the field". After all, such education aims at staying in the comfort zone, does not allow us to form a national elite, while in Ukraine there is an acute shortage of those people who can lead Ukraine out of the economic and social crisis. There are extremely few stories that would form the winner, the builder of the Ukrainian state.

In Ukraine (and this is proved by researches of Ruslana Z. Danyliak [4], Yuliia B. Semeniako [16], etc.) periodicals, fiction give way in the struggle for a little user to television, a computer, a tablet, a mobile phone. Unfortunately, there are not so many examples of success. In addition, there is no substantiated system of work for the formation of the success of a primary school pupil by media tools.

2.2   Model of the technology of forming a successful personality of a primary school pupil during media education implementation

To determine the level of formation of a successful personality of primary school pupils, to prove the work system in this direction, using media education, a study involving 160 pupils of schools in the cities of Ternopil, Khmelnytskyi, and Mukachevo was conducted. They were asked to answer the questionnaire.

A list of questions and answers to them (children could choose several answers to questions 2, 4, 5) is shown in Table 1.

Therefore, it was found that 85.6% of children consider themselves successful (almost the same number consider their parents to be successful, since for 73% of the

respondents their parents themselves serve as examples of success), but only a third of the respondents properly understand the concept of "success" (achievement of the planned result), and another third is mistaken in the interpretation of "success", considering that a successful person is one who has many activities, regardless of the result they get. According to the respondents, the leading qualities necessary to succeed are self-confidence, diligence and persistence. Positive aspect may be found in the fact that mom and dad serve as an example in achieving success to their children. But, unfortunately, rarely (for 6.9% of children) it is a teacher. Children receive information about their success mainly from television programs, the Internet and from teachers. This result is not surprising since television and the Internet are the most popular media among pupils. However, in the context of achieving success, the need to improve the content of textbooks, increasing interest in children's periodicals, as well as system work of parents and teachers, aimed at creating media production by children, which would aim them at success.

The analysis of educational and methodological publications, scientific literature, children's media, empirical research has shown the need for modeling *the technology of formation of a successful personality of the primary school age pupil during media education implementation*. It ensures systemic work, the relevance of which is revealed at the stage of the survey of children. In modern science, technology is usually referred to as information and communication and media education technologies. However, it is also advisable to call technology as such a learning process, which has the characteristics of technological feasibility: systemic, diagnostic, algorithmic, reproducible, predictive (the results of an activity match a certain goal), as well as the following structural components: conceptual and target, content, procedural and result-analytical.

To substantiate the diagnostic tools of the investigated technology, which allows us to check whether a high and sufficient level of formation of a successful personality of a primary school pupil is ensured, the work of scientists on diagnostics of competences of primary school pupils have been analyzed, in particular media literacy, as well as the results of empirical research.

In the technology under study, the criteria for the formation of a successful personality of a primary school pupil during media education implementation are determined the value-oriented, cognitive and communicative, activity and creative, evaluative and analytical. Characteristics of the indicators of the levels (high, sufficient, low) of the formation of a successful personality of primary school pupils during media education implementation in accordance with the justified criteria are reflected in Table 2.

The pupil of a high level of formation of a successful personality can set goals, establishes the relationship between the success of the heroes and their values; is aware of the main concepts of success, the stages of successful activity, communicates well on the topic of media success, demonstrates the positive dynamics of educational achievements; models successful heroes, writes small and creative works on his/her own, creates projects and drawings, worries about his/her health, without abusing the length of contacts with the media, uses media innovations to improve the level of

success; adequately determining the level of success, determines the prospects of self-development using the ideas of media education.

Table 1. List of questions and answers of the pupils to a questionnaire

Question content	a)	b)	c)	d)	e)	f)	g)	h)	i)
1. Who do you consider as successful person?	earning a lot of money **16**	achieving what was planned **50**	respected by other people **36**	has a lot of different activities **58**	other variants				
2. What features are inherent in successful person?	self-confidence **95**	persistence **92**	diligence **90**	sociability **23**	other features (write them)				
3. Do you consider yourself successful person?	Yes **137**	No **23**							
4. Who is an example for you to succeed in?	hero of fairy tail or a story (write who) **16**	person you heard about from the TV (write who) **11**	mom, dad **117**	a teacher **13**	there is no example to succeed **3**	other variants			
5. Where do you get information about success and successful people from?	school textbooks **17**	children's magazines and news-papers **6**	fiction **6**	TV programs **51**	radio programs **1**	the Internet **48**	teachers **45**	parents **32**	theatre performance **6**
6. Choose your sex	Male **82**	Female **78**							

A pupil of a sufficient level, unlike a representative of a high one, makes insignificant mistakes in goal-setting, establishing the relationship between the success of the heroes and their values; in the interpretation of concepts in the field of success and successful activity, talks about the success of heroes in the media depending on the situation; the level of educational achievements is either unchanged or a slight increase is observed, creates media production on the topic of success with the help of adults and peers, situationally showing creativity, does exercises periodically and adheres to the success tips found in the media, sometimes violates media usage rules; makes errors, defining the level of success, defines the prospects of self-development using the ideas of media education with the help of a teacher.

As for the low-level children, they are not able to set goals, do not track the connection between the hero's values from the media and his success, have elementary knowledge of success and successful activity or lack of this knowledge, the level of

academic achievement is either unchanged or decreasing, has no model for imitation, sometimes creates a media product about success with the help of adults without creativity, often violates media usage rules, cannot and does not want to adequately determine its level of success and the prospects of self-development.

Table 2. Criteria and indicators of the formation of a successful personality of pupils of primary school age

Indicators of the formation of primary school age pupils' progress	Criteria for the formation of a successful personality
• Setting the goals (determined, determined without complying with the rules of goal setting, non-determined); • the level of differentiation of moral and ethical values, judgments about the achievement of success (based on the definition of good and evil characters in the media, good and bad deeds): deep evaluative judgments, different degrees of the depth of evaluative judgments, evaluative judgments about the behavior of the characters of the media are largely absent.	Valuable and target
• Level of awareness of the types and functions of the media; • level of awareness of success, stages of successful activity; • level of communication on topics of success in the media (high, sufficient, low ability to polysubject interaction) • the dynamics of educational achievement levels.	Cognitive and communicative
• Activity level of actions (high, medium, low); • the level of creative activity and independence during the creation of media products on the theme of success (the ease of inventing constructive ideas and their independent realization, situationality in the production of creative ideas and implementation with the help of adults and peers, the rarity in the production of constructive ideas under the influence of adults and peers); • the level of realization in the life of innovations from the media about success: overcoming obstacles, performing exercises to increase the success rate (constantly, occasionally, never); • the level of formation of the ability to adhere to the rules of safe behavior when working with a computer; restrict yourself to accessing modern technical devices: tablet, gadgets, mobile phone (high, sufficient, low).	Activity and creative
• Analysis of own level of success (adequate with argumentation, with errors in the argument, overestimated or undervalued without arguments); • setting the prospects for increasing the level of formation of success (expressed skills, partially expressed, absent).	Evaluative and analytical

The feasibility of some of the indicators can be doubtful for some reasons. For example, why it is so important for a successful person to follow the rules of safe conduct while working with a computer; restrict yourself to accessing modern technical devices: a tablet, gadgets, a mobile phone. However, the very safe, rational use of the

media makes it possible to preserve the physical, mental, spiritual health that is necessary to succeed.

To determine during the experimental study the levels of the formation of children's media literacy, a set of diagnostic methods was proposed: observation, questionnaires, surveys, analysis of the products of the child's activity (modeled ideal, project about success). Ultimately, the level of formation of media literacy was determined on the basis of the expert judgment method (the experts were a teacher, a representative from parents, the pupil, who carried out self-assessment). In this case, the child was able to gain *maximum* 2 points on the level of expression of the motivational and value criteria indicators; 4 points – cognitive and communicative with activity and creative; 2 points – evaluative and analytical (total 12 points). Representatives of the high-level gain from 9 to 12 points; medium – from 5 to 8 points; low – from 1 to 4 points. This corresponds to the traditional three-point scale (3 points – high, 2 – medium, 1 – low) of the formation of competencies.

After conducting the confirmatory experiment, it was found out that 17 (10.6%) children are at high level, 78 children (48.8% – on medium), 65 children (40.6%) – on a low level of formation of a successful personality. It was found that the level of success could be higher due to the development of media competencies and the positive dynamics of educational achievements.

The analysis of the results of the confirmatory experiment, scientific and educational and methodical sources made it possible to develop a model of the technology of formation of a successful personality of a primary school age pupil during media education implementation (Fig. 1).

Its purpose (formation of a successful personality of a primary school age pupil) corresponds to legislative acts, educational concepts, the State standard of primary education. Based on the main principles of these documents, methodological approaches (*systemic, personal, informational*) and principles are determined (*respect for national traditions, the priority of moral and ethical values, aesthetic inspiration*). The model of technology reflects the need for the implementation of the pedagogy of the heart and the pedagogy of success, the main ideas of which are grounded by the Polish scientist Maria Łopatkowa [12], the Ukrainian teacher Vasyl O. Sukhomlynskyi [18], etc. In our study, the implementation of the pedagogy of heart means that every child should feel the love and care of teachers, parents and classmates: a minimum of competition and maximum of trust, and confidence in the success of each child.

The content component of the technology embodied the theoretical and methodological foundations of success, media education tools. The elements of the procedural component are the algorithm of the actions of the participants of the pedagogical interaction (pupil, teachers, parents) acting on the principles of partnership pedagogy; forms of education for children (the creation of electronic books "Rules of Success Achievement", "Stories of Success" that ensure continuity in the formation of success), methods (conversations about media success, exercises, projects "How to determine life goals", "How to overcome obstacles", "How to increase self-esteem") and forms and methods of working with parents (conversations, pieces of training).

Diagnostic tools (criteria, level indicators) make it possible to verify the effectiveness of the technology under study.
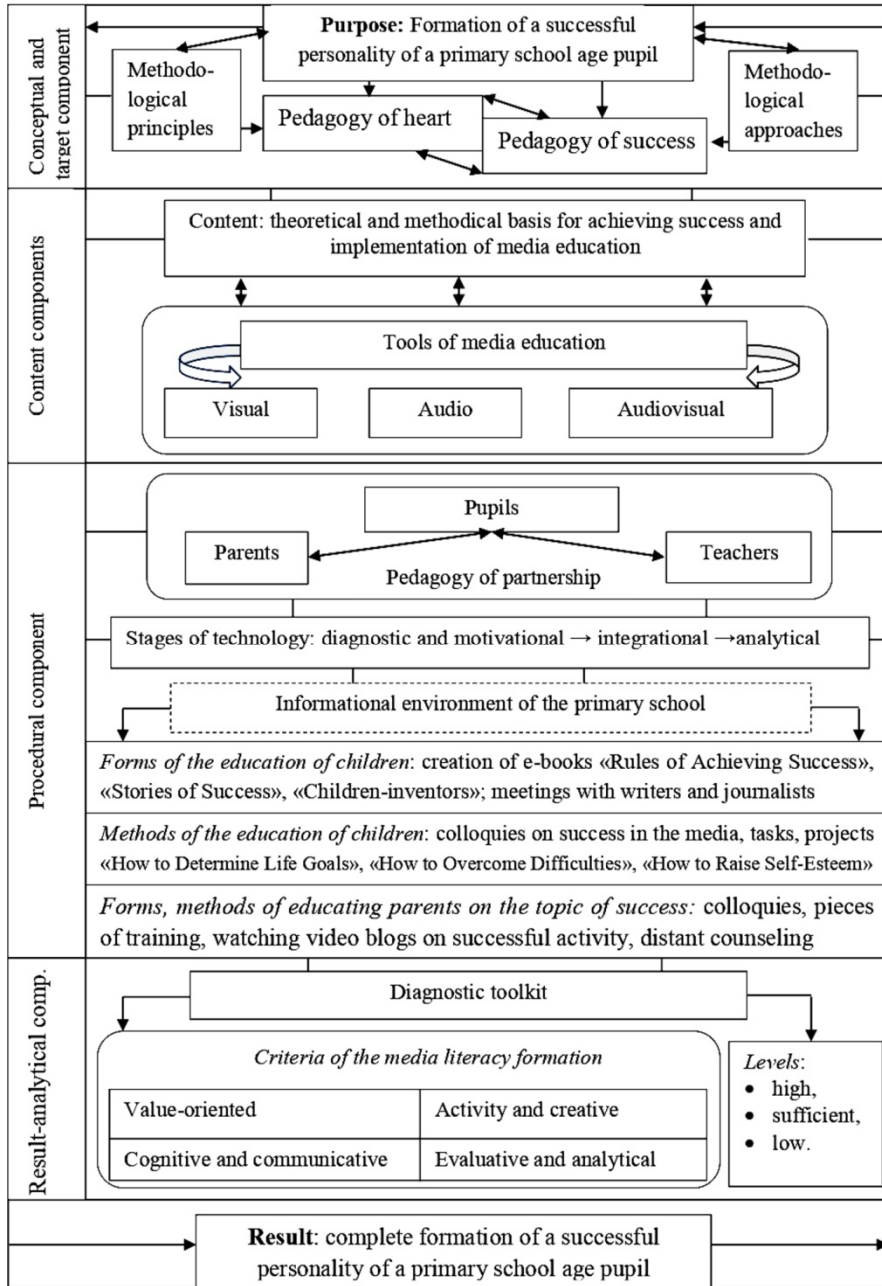
Fig. 1. Technology of formation of successful personality of a primary school age pupil during media education implementation

2.3 Organization and analysis of the results of experimental research

In order to test the effectiveness of the designed technology, a forming experiment was carried out during 2018. Since it is impossible to investigate all the types of activities involving children (someone is successful in one activity, and someone else in another), we have stopped on the leading types: studying, media education activities of the primary school children and their self-improvement activities. Control (81 persons) and experimental (83 persons) groups of the third-grade pupils (three classes in each group) were formed, and the level of formation of their success was diagnosed (the results of the diagnosis are presented in Table 3). Traditional forms and methods of forming success were used in control groups, in experimental, however, the developed technology was introduced.

Table 3. Dynamics of the formation of successful personality levels of primary school age pupils

Levels	Control group		Experimental group
	Before experiment	After experiment	Before experiment
High	9 (11 %)	11 (13,6%)	8 (9,6 %)
Sufficient	38 (47%)	40 (49,4%)	39 (47%)
Low	34 (42%)	30 (37%)	36 (43,4%)

The implementation of the technology was preceded by a preliminary work with the teachers of the experimental classes that received a specially designed educational methodological textbook for raising their level of competence in the field of educational technologies, in particular, media education, information and communication, and the organization of successful activities [20]. For teachers, colloquies and counseling were conducted. Students of Ternopil Volodymyr Hnatiuk National Pedagogical University and Khmelnitskyi Humanitarian and Pedagogical Academy were involved in the measurement of the results of the study.

As the technology provides for the formation of a successful personality of primary school pupils, along with the implementation of media education, the formation of key competences for life, in the experimental classes, pupils' knowledge of the media, their types and functions, information search, copyright, safe use of digital media, media communication ethics etc. has deepened.

Differences in the formation of a successful personality between control and experimental groups of children were revealed during the lessons of "Literature Reading", "Ukrainian Language", "I Explore the World". In the process of studying each subject in the experimental classes, attention was focused on the problems of success (for which the corresponding texts were selected). Particular attention was paid to the ability to overcome obstacles and the ways to overcome difficulties were discussed. During the experiment, acute topics were considered, in particular about envy and sincere joy for the success of friends, whether it worth to create an ideal and follow it, etc.

The most effective forms of working with primary school pupils were the creation of electronic books on successful children, watching films about the success of people with special needs, including the Christian preacher, author of the book "Life Without

Ends" an American Nick Vujicic, Italian singer who lost his eyesight, Andrea Bocelli, a Ukrainian artist Dasha Bezkosta, who having infantile cerebral palsy, draws pictures using her toes, etc. Effective methods include an analysis of the behavior of heroes of stories, fairy tales; the justification of which features of the character can help to achieve success, creation and discussion of various projects, primarily "How to determine life goals".

In both control and experimental groups, the formation of key competencies among pupils took place in accordance with the Concept of the New Ukrainian School [7], the State Standard of Primary Education [15]. Their formation is undoubtedly an important factor in achieving success. So, during the experiment, we predicted an increase in the formation of a successful personality in both control and experimental groups, which eventually happened.

According to the results of the forming experiment, 18.1% of the respondents of the experimental groups were at a high level; 54.2% – at a sufficient level; 27.7% – at a low level. In control groups, there was an increase in the number of children of the high level of formation of a successful personality by 2.6%, of sufficient – by 2.4%.

The increase in the formation of a successful personality of pupil in experimental groups was due to skillful goal-setting, awareness of the value of media education for life success, the formation of knowledge about success, successful activity, the creation of media production on successful activities – e-books "Rules of Success", "Stories of Success", "Children-inventors"; the analysis of works in which a life ideal is represented; projects, as well as due to children's compliance with the media usage rules. Positive impact on the results of the experiment also had the introduction of the pedagogy of heart, raising the level of media culture of parents, their awareness of the problems of upbringing a successful child.

Indicators of pupils who were less subject to changes are the dynamics of the levels of academic achievement of pupils; the level of their communicativeness and creativity, the definition of the prospects for self-development.

Another important outcome of our study is the need to increase the authority of a teacher in society in general and in the media in particular. Describing the status of a teacher in Ukrainian society, a well-known scholar, a daughter of a Ukrainian teacher Vasyl O. Sukhomlynskyi, Olha V. Sukhomlynska, stated: "The difficult political situation, the lack of morality of the so-called "political elites", adequate state youth policy, the use of youth in political games, apparent social injustice lead to the growth of nihilism, brutality, crime, anti-patriotic, anti-civilian speeches, to the fact that schoolchildren regard all teachers as losers, and sometimes openly bullying them" [17, p. 12].

Naturally, the attitude towards teacher is more positive in primary school pupils than in high school ones, but the fact that only 8.1% of children consider him/her a role model to succeed (the hero of a story or a fairy tale is an example for 10% of pupils) prompts thinking and making important conclusions about the elevation of the authority of a teacher. Perhaps the reason for the weakness of the state lies in the status of a teacher in the society that he/she cannot become an ideal in achieving success for his pupils.

3   Conclusions and prospects for further research

Formation of a successful personality of a primary school pupil during media education implementation helps to solve several actual tasks: to increase the level of media culture of a pupil, to form key competencies for life, to prepare a child for the life's self-realization, which in the end should contribute to the strengthening of the Ukrainian state in future. The research has proved the effectiveness of the implementation of the technology of formation of a successful personality of a primary school age pupil during media education implementation. In experimental groups, the percentage of children with a high level of successful personality development (from 9.6% to 18.1%) has increased, and the percentage of a low level has decreased (from 43.4% to 27.7%).

Praxeological principles of the formation of the content of primary education are the prospects of further research.

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158

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