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ENRICHMENT OF THE CONTENT OF EDUCATIONAL ACTIVITIES OF TEENAGERS WITH EDUCATIONAL MATERIAL RELATED TO THE COVERAGE OF WAYS OF ACHIEVING HAPPINESS AS A PERSONAL SELF-REALIZATION

The article highlights the stages and content of research and experimental work on the realization of pedagogical conditions of formation in teenagers of the notions of happiness as personal self-realization. The essence of the concept “pedagogical conditions” is specified. Pedagogical conditions for the formation in teenagers ideas about happiness as personal self-realization are determined and theoretically grounded. The process of enriching the content of educational activity of teenagers’ educational material related to the coverage of the ways to achieve human happiness in life is reviewed. The list of educational disciplines in the process of studying of which the students’ interest in the problem of happiness has become more active is given in the article. It became possible to include additional materials on the named topic. The examples of questions and problems with the help of which it was established which basic ideas about happiness have pupils are given, what were the prevailing ideas about happiness at different stages of society’s development, what is the essence of the phenomenon of happiness from the position of modern science and with the support of concrete examples from the life of real people, the conditions and circumstances that contribute to a sense of happiness, as well as the ways to achieve it. The forms of work with sources of various information about happiness are described: preparation of reports, organization of discussions, round tables and game-discussions on the lessons of Ethics and Health Basics; reading and discussion of literary texts of different genres and types provided by the school curriculum in such disciplines as Ukrainian literature and Foreign literature; listening to classical music, singing songs in Ukrainian and English; enrichment of emotional and aesthetic experience during perception of the surrounding world, interpretation and evaluation of works of fine art and the like. The process of formation teenagers’ ideas of happiness as a personality’s self-realization continued during the realization of the second condition, aimed at organization of extracurricular cognitive activity with the purpose of forming in teenagers the notion of happiness as personal self-realization, as well as the third condition – attracting schoolchildren to communication and socially useful activities as a means of ensuring their personalization and stimulating their sense of happiness from the results of their work. It is proved that realization of certain and theoretically grounded pedagogical conditions contributes to the increase in the effectiveness of the process of forming in teenagers the notion of happiness as personal self-realization.

Key words: work activity, enrichment, educational material, happiness, ideas, personal self-realization, teenager, pedagogical conditions.

Introduction. At the current stage of development of society, the need for the upbringing of a child capable of self-realization is especially urgent. Moreover, the process of self-realization of the personality is activated in

adolescence, because just during this period develops readiness for functioning in the adult world, and an active life position is also taking shape. In turn, the process of successful self-realization of teenagers is impossible without forming in them positive thinking and without formation of appropriate ideas about happiness. Therefore, the problem of formation of teenagers' ideas of happiness as a personality's self-realization acquires today a particular urgency.

Important is the fact that the process of successful self-realization of adolescents is inextricably linked with school education. In turn, this calls for the creation of pedagogical conditions conducive to the success of this process. Taking this into account, the problem of creating and implementing pedagogical conditions for the formation of teenagers' notions of happiness as personal self-realization should be the focus of school teachers' attention.

Analysis of relevant research. In the light of man's striving for happiness as a social being, it is necessary to understand that an important aspect of achieving this feeling is personal self-realization, which in contemporary scientific literature is considered as a necessary condition for the development of an individual and the gradual development of society as a whole. As it was established, certain questions of self-realization were considered in the scientific works of such authors as A. Adler, K. Abulkhanova-Slavska, B. Ananiiev, O. Asmolov, L. Vyhotskyi, Yu. Hippenreiter, L. Korostylova, O. Leontiev, A. Maslou, M. Nedashkovska, S. Rubinshtein, E. Fromm and others.

Psychological-pedagogical research show that the question of personal self-realization acquires special significance in adolescence. Taking into consideration the fact that the teenagers' formation of the notion about happiness as a personal self-realization mostly occurs within the pedagogical system, it is quite natural to create certain pedagogical conditions for the successful implementation of this process. The essence of the concept of "pedagogical conditions" was studied by such scientists as N. Borytko, O. Bratanych, M. Zvierieva, V. Kaspyna, L. Kondrashova, B. Kupryianov, I. Lerner, V. Manko, A. Nain, E. Nykytyna, L. Petrynenko, V. Polonskyi, N. Postaliuk, M. Skatkin, M. Tkachova, O. Fedorova, T. Shamova, I. Shylina, E. Yakovleva and others.

In particular, scientists have proved that the process of personal self-realization of teenagers – the searching for their own self, their capabilities, skills, talents, and their realization – can be successful only if it acquires a personal value for them [9]. One of the ways to solve this problem is to create such pedagogical conditions that will ensure the transmission of relevant knowledge to teenagers and will help them understand and realize the essence of happiness as personal self-realization. For this purpose, enrichment of the content of educational activities of teenagers with educational material related to the coverage of ways of achieving happiness as a personal self-realization can occur. However, scientists have not yet described and implemented specific means that will ensure the success of this process.

Research methods. The study used the following methods: theoretical – analysis, generalization for the purpose of studying psychological and pedagogical literature to determine the state of development of the excited problem, the definition of theoretical foundations of the study; empirical – pedagogical observation, interviews, conversations, pedagogical games, pedagogical experiment to check the effectiveness of the created pedagogical conditions for the formation of adolescents' perceptions of happiness as a personal self-realization.

The aim of the study. Considering the foregoing, the purpose of the article is to describe the process of enriching of the content of educational activities of teenagers with educational material related to the coverage of ways of achieving happiness as a personal self-realization.

Results and Discussion. In the context of our study, we determined that pedagogical conditions are a set of external and internal circumstances of the educational process aimed at forming in teenagers certain ideas about happiness as personal self-realization [1; 2; 3; 4; 5; 6]. Taking into account that formation of ideas about happiness in teenagers is a necessary condition for their further personal self-realization, and this process takes place within the pedagogical system, the conditions that contribute to this are defined by us as pedagogical. They include: 1) enrichment of the content of educational activities of teenagers with educational material related to the coverage of ways of achieving happiness; 2) organization of extracurricular cognitive activity with the purpose of forming in teenagers the notion of happiness as personal self-realization; 3) attracting schoolchildren to communication and socially useful activities as a means of ensuring their personalization and stimulating their sense of happiness from the results of their work [7].

Let us consider in more detail the realization of the first condition – enrichment of the content of educational activities of teenagers with educational material related to the coverage of ways of achieving happiness. Realization of this condition covered lessons for students of 5–8 grades from the following disciplines: ethics, health, Ukrainian and English, Ukrainian and foreign literature, music art, fine arts. At the same time different methods and forms of educational work were used, including such as conversations, lectures, stories, disputes, round tables, quizzes, contests, special assignments and exercises, writing of works and essays, etc.

During the classes teachers paid much attention to increasing the interest of students to the problem of happiness. In the light of this, in the process of studying the educational material students were given relevant additional questions to determine which basic ideas about happiness each student has. In addition, at the lessons, the dominant ideas of happiness in society at various stages of its development were analyzed, the essence of the phenomenon of happiness from the standpoint of modern science was

revealed and based on concrete examples from the life of real people, the conditions and circumstances that contribute to the sense of happiness were determined, as well as ways to achieve it.

Significant reserves for the formation in teenagers of socially meaningful ideas about happiness were ethics lessons, where students worked out their own moral values, orientations and moral culture by deepening knowledge about the person, basic moral norms and moral relations between people. In the light of this, enrichment of the educational material on ethics with relevant issues related to the problem of happiness occurred.

For example, during the study of schoolchildren in grade 5, within the topic "How to distinguish between good and evil", were further discussed the following questions: What does it mean to be a good person? Do you know many people who can be called good? What person, in your opinion, is happier: good or evil? At a lesson in the 6th grade, during the mastering of the topic "The moral values – the human life's tenet", a round table was organized where participants were asked to express their judgments on such a thesis "The role of universal human values (goodness, justice, mercy) on the way of building a persons' own happiness".

It should be noted that at the lessons on the basics of health, teachers paid a lot of attention to the formation of conscious attitude towards their life, health and the mastery of the basics of a healthy lifestyle. Therefore, on the basis of the study of this discipline, the inclusion of relevant materials was made that strong health is not only one of the most important values for a person, but also a prerequisite for the successful implementation of it in practice of various life plans for the development of a happy life. In the light of this, during the study of students of the 6th grade of the topic "Self-assessment of human health", a discussion was organized on the existence of a link between adequate self-esteem of a person, a positive attitude towards himself and his health and sense of happiness.

An example of inclusion in the educational process of material on the essence of happiness and ways to achieve it can be a lesson from Health Basics in the 6th Grade on the topic "Learning to make decisions. How to recognize ad tricks?". During the lesson students were offered a discussion game.

At the previous lesson, the class was divided into four groups, each of which was tasked with preparing its advertising project for one of the topics: "Life becoming ashes" (prevention of smoking); "Tough way to nowhere" (prevention of alcoholism); "Sweet Poison" (anti-advertising of sweet fizzy drinks); "Taste of life" (anti-advertising of fast food).

The advertising project included: the text of the speech of the group (duration of no more than 3 min.), information leaflets, jottings for parents, pupils, teachers, several posters (photos) or video on the topic of the project.

The first part of the lesson included the consideration of the following issues: “Recognition of Positive and Negative Social Impact”, “Ability to make informed decisions”, “Positive and negative influences of advertising”, “Objectives of advertising messages”, etc.

Within the specified topic, besides the main questions, students were asked to answer the following questions: Which sources of information are most trusted (news, films, entertainment programs, commercials, analytical articles, printed advertisements, promotions)? Is advertising always promising us to be happier if we acquire the item being advertised? Does a person really become happy if he buys the advertised product? Can we assume that advertising misleads a person by replacing happiness with his own efforts for happiness, which is achieved through external factors?

The second part of the lesson was held under the slogan “What brings us happiness, but makes us unhappy”. Each of the four groups had to submit their advertising project. An important point was that before the performance of the groups in the class, a video (advertisement, a piece of the film) in which people were encouraged to eat alcohol, harmful food, drink or smoke was shown in the class. The video was an example of how advertising promises deceptive happiness from the consumption of advertised products. The task of every group was to prove the opposite and to conclude whether a minute of the pleasure and happiness costs loss of health and miserable future. Upon completion of the lesson, photographs and posters were posted at school, leaflets and newsletters were spread among schoolchildren.

As you know, Ukrainian language and literature are powerful bearers of the identity of the Ukrainian nation and humanistic values of its traditional culture, and therefore the study of these subjects in the main school played an important role in shaping the ideas of adolescents about happiness as a personal self-realization. For example, in the 5th grade during a lesson in Ukrainian literature on the topic “Folk tales. “Pro pravdu I kryvdu”, “Bagach-nenazhera” children learned the people’s ideas about good and evil, beautiful and ugly, funny and terrible, happiness and misfortune, they were looking for an answer to the question of whether the money made happy the main character of the fairy tale “Bagach-nenazhera”.

So, while conducting Ukrainian literature lessons in the process of including information about happiness in the materials of the lesson, program literary works were considered, through the prism of which it was possible to turn to the issue of happiness. For example, at the Ukrainian literature lesson in the 6th grade, the children studied the lyric of S. Chernilevskyi. In particular, the program offered them for familiarization such poems as “Teplota rodynnoho intymu...” and “Zabula vnychka v baby cherevyhki...”. On the basis of this material students were invited to discuss the following issues: family

relationships, endless love and warmth of the mother, grandmother to their children and grandchildren, which they carry throughout their lives.

The additional questions included in the lesson as the experimental ones were the following: Does our happiness depend on our relatives? Can we say that happiness is a loving family? How often do you see your grandmother? Is she happy when she sees or hears you on the phone? Is this an incentive for you to call her or see your grandmother more often? Do you think that your tender words and hugs make your relatives happy and vice versa? How can you make your mom or grandmother even happier? The homework for the students was writing of a small story on the topic "The Day I Made My Close Person Happy".

An example of a lesson in which the problem of happiness for senior adolescents was actualized was the Ukrainian literature lesson in the 8th grade on the topic "Lesya Ukrainka. Lyrics". At this lesson, the students got acquainted with the biography and poetry of the Ukrainian writer ("Vy chaslyvi, prechystii zori", "Davnia vesna", "Khotila b ya pisneiu staty..."), talked about the life of the poet, her courage, freedom-loving, optimism and strength of the spirit, responded to the main questions of the teacher and expressed their own judgments about the importance of a person and his optimistic view of the world, etc. During this lesson, students were also asked to reflect on the questions and answer them: Do you think L. Ukrainka was a happy person (prove your point of view)? Is it possible to say that the writer, despite the illness, lived a full life, and therefore, was happy? Does happiness depend on human perception? With the help of which artistic means the poet depicts happiness in her poems?

At the same time, 15 minutes prior to the end of the lesson, students were asked to listen to the prose written by L. Ukrainka "Happiness" [8, p. 135]. After listening, a discussion took place to find out how students understood the last lines of this legend and whether they remain relevant in our time.

The main goals of studying the subjects "Foreign Language" and "Foreign Literature" at school are to ensure the mastery of students skills to communicate in a foreign language in accordance with the existing social norms of speech behavior in typical spheres and situations, involving teenagers to the highest achievements of world literature and culture, human and national spiritual values, education of aesthetic taste, high reading and general culture. In the context of this enrichment of the teaching material on the subject, issues related to the problem of happiness allowed the students not only to understand better certain similarities and differences in the interpretation of the essence of this phenomenon within the limits of different national cultures, but also to more clearly define their own vision of their happy future.

The source of various information about happiness and means of mastering it at English lessons was reading and discussion of texts of various genres and types, dialogues, situations, singing of songs, etc. So the school education program for the 6th grade provides the study of the fairy tale "Happy Prince" by O. Wilde.

After reading the text of the fairy tale, the students, together with the teacher, switched to discussing the content and main idea of this literary work. Also, the students were asked to reflect on the following questions: Why was the prince called happy and was he really happy? Also, teens in oral or written form should answer the following questions: When did the prince really feel happy? Why did the bird not fly to a warm country, but stayed with the prince?

According to normative requirements, conducting in the main school of music art lessons was aimed at ensuring the student's personal development and enriching his emotional and aesthetic experience in the perception and interpretation of works of musical art and musical-practical activities, as well as formation of value orientations, the need for creative self-realization and spiritual and aesthetic self-improvement. In the context of this study, this discipline was enriched with the appropriate educational material on the problem of happiness.

So, for example, during the study by students of the 5th grade of the theme "Off-beat. Solfeggio exercises". S. Prokofiev "Amorozo" (fragment from the "Cinderella" ballet) a discussion of the moment of a sense of happiness by the prince and Cinderella during their meeting, which was held at the end of the fairy tale, and was organized only through his persistent quest for his beloved girl. At the same time students were asked to express their point of view as to whether the music created by the author corresponded to the happy ending of the fairy tale.

For older teenagers, the students of the 8th grade, a lesson in musical art was arranged with the implementation of interdisciplinary connections between the content of educational skills in music and English. In advance, at one of the previous lessons in English, students were invited to read and listen to Queen's "We Are The Champions" song lyrics. The English teacher, along with his students, worked out the text of the song: disassembled unfamiliar words, worked out the correct pronunciation of words, read the lyrics several times with the teacher and on their own. The home task was to read the song at home independently and be prepared to sing it.

At the lesson of musical art the teacher introduced the students to the rock music legend – the British band "Queen", briefly describing the history of the group and its vocalist Freddie Mercury.

The students also learned the story of writing the song "We Are the Champions": *"At the last lesson of English you got acquainted with one of the most famous songs of the band "Queen" – "We Are the Champions". Have you heard of it before? Did you pay attention to what events often accompany this song? Did you know that it had become the sports hymn of millions of fans around the world since 1977? In the football world, the song is traditionally sounded during the awarding of the winners of the UEFA Champions League. It also played in the final of the European Championship and in the finals of the World Cup"*.

Then the teacher suggested listening to the song, and then put the students some questions: *If you heard the song “We Are the Champions” somewhere by accident, in transport, on the radio, would your mood be improved, would it add positive emotions? What are the emotions and feelings of the song “We Are the Champions”? What do you think, what emotions feel the people who have achieved victory in sports, science, labor and other fields? Do they feel happy? Can we call the song “We Are the Champions” a hymn of happiness?* After the discussion, the teacher suggested that the students sing “We Are the Champions”.

During the experiment, it was considered that, according to the requirements of the State Standard, the lessons of fine art were aimed at enhancing the personal development of students and enriching their emotional and aesthetic experience in the perception of the world, the interpretation and evaluation of works of fine art, as well as in the formation of value orientations, the need for creative self-realization and spiritual and aesthetic self-improvement. In the light of this, the process of self-actualization of teenagers on the path to happiness was through their involvement in appropriate artistic and creative activities. Thus, during the study of schoolchildren of the 7th grade the topic “Natural and Cultural Environment of a Man” was discussed the question of the possibility of human achievement of harmony in the natural environment, a sense of happiness, its relationship with nature, and later artistic means were offered to the students to reproduce in their drawings appropriate emotions they experience while admiring nature.

In the lessons of fine art, an educational work was conducted that allowed teenagers to clarify the essence of happiness, and also was aimed at organizing the activities of students, aimed at making a close person happy. So, before the holidays (New Year, 8th March, etc.), the pupils of the senior and younger teen groups were asked to prepare a gift to their close person (father, mother, sister, brother, grandmother, grandfather, etc.). For this purpose, students were asked to create a gift with their own hands to make happy someone in their class, friends and relatives.

At the lessons of fine art schoolchildren were also offered to draw a picture or a greeting card for the present. It was also possible to create such a gift with the help of applications. At the same time, the teacher emphasized the fact that the best gift is a gift made by somebody’s own hands, as well as that not so much a gift is important, but a manifestation of attention to a person, etc.

Conclusions and prospects for further research in this direction. Thus, it can be concluded that formation of a fully developed, socially active person, the disclosure and use of the student’s own abilities and opportunities aimed at reaching the goals and achieving happiness, the transition of teenagers’ education to the self-education plane, and the self-realization of life programs allows to intensify the processes of their self-realization and personalization.

Enrichment the content of the curriculum activities of teenagers with educational material related to the coverage of ways to achieve a person's happiness in life provided a certain basis for the formation of adolescents' perceptions of happiness as personal self-realization. This process of formation teenagers' ideas of happiness as a personality's self-realization continued during the realization of the second condition, aimed at organization of extracurricular cognitive activity with the purpose of forming in teenagers the notion of happiness as personal self-realization, as well as the third condition – attracting schoolchildren to communication and socially useful activities as a means of ensuring their personalization and stimulating their sense of happiness from the results of their work.

The analysis of the results of the introduced pedagogical conditions showed all the criteria and indicators of the positive dynamics of the formation of teenagers' ideas about happiness as a personal self-realization. In the future, it is planned to apply certain pedagogical conditions for the successful formation of teenagers' perceptions of happiness as a personal self-realization during educational process.

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АНОТАЦІЯ

Уварова Тетяна. Збагачення змісту урочної діяльності підлітків навчальним матеріалом, пов'язаним із висвітленням шляхів досягнення людиною щастя як особистісної самореалізації.

У статті висвітлено зміст дослідно-експериментальної роботи з реалізації педагогічних умов формування в підлітків уявлень про щастя як особистісної самореалізації. Визначено сутність поняття «педагогічні умови». Розглянуто одну з виділених педагогічних умов, яка передбачає збагачення змісту урочної діяльності підлітків навчальним матеріалом, пов'язаним із висвітленням шляхів досягнення людиною щастя в житті. Подано перелік навчальних дисциплін, у процесі вивчення яких відбувалась активізація інтересу учнів до проблеми щастя. Описані форми роботи з джерелами різноманітної інформації про щастя. Доведено, що реалізація розглянутої педагогічної умови сприяє підвищенню ефективності процесу формування в підлітків уявлень про щастя як особистісної самореалізації.

Ключові слова: урочна діяльність, збагачення, навчальний матеріал, щастя, особистісна самореалізація, підліток, педагогічні умови.

РЕЗЮМЕ

Уварова Татьяна. Обогащение содержания урочной деятельности подростков учебным материалом, связанным с освещением путей достижения человеком счастья как личностной самореализации.

В статье освещено содержание исследовательско-экспериментальной работы по реализации педагогических условий формирования у подростков представлений о счастье как личностной самореализации. Определена суть понятия «педагогические условия». Рассмотрено одно из выделенных педагогических условий: обогащение содержания урочной деятельности подростков учебным материалом, связанным с освещением путей достижения человеком счастья в жизни. Приведены учебные дисциплины, в процессе изучения которых возможна активизация интереса учащихся к проблеме счастья. Доказано, что реализация рассмотренного педагогического условия способствует повышению эффективности процесса формирования у подростков представлений о счастье.

Ключевые слова: урочная деятельность, обогащение, учебный материал, счастье, личностная самореализация, подросток, педагогические условия.