



The Philosophy of Success Learning as Quality Assurance Methodology of Higher Pedagogical Education

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ABSTRACT

The article reveals the possibilities of the philosophy of learning by success as a resource for improving the quality of higher education; main directions of implementation «Models of system of future teacher's preparing for successful professional activity”, pedagogical conditions that ensure the effectiveness of experimental studies and training technologies. The results of an experiment aimed at diagnosing the effectiveness of the success learning model are presented. The final result of the study showed that in the experimental group, the high level of success increased by 12.2%, the number of students with a low level of success in educational activities decreased significantly from 56.5% to 24.9%. In the control group, the number of students with a low level of success in educational activities decreased by 8.1%, with a high level increased by 2.6%. The value of the statistical criterion for the levels of students' success in educational activities in the CG and the EG upon completion of the experimental work exceeds the critical value (5.991) and is $\chi^2_{emp} = 8.300$. The productivity of training future teachers for successful professional activity, based on the methodological foundations of the philosophy of learning by success, has been proved.

Keywords: professional success, model system of preparation for successful activities, the dynamics of the future teacher's success.

INTRODUCTION

The prospects for the development of pedagogical education are determined by external and internal contexts: social, methodological, value, etc. They include the intensification of educational services, the massive nature of higher education, pragmatism in the civilization development, the information revolution, the need to improve the education quality and the training of a professionally successful teacher. The transition to widespread higher education exacerbates the problem of its quality, since university graduates are not always prepared for professional success and career growth in independent teaching. The actual need of society and various types of educational institutions is a successful teacher. This explains the need in improving the quality of higher pedagogical education and the social status of a modern teacher, his success in the professional sphere. A pragmatic turn has been recorded in the development of the education philosophy, which actualizes the program of effective and successful activity. The increasing complexity of the tasks of higher pedagogical education reveals the problem in searching for a methodology for training modern pedagogical staff that would be able to fulfill the society requirements as well as the needs of educational institutions for successful teachers. Such a methodology for future teachers training can be a philosophy of learning by success.

Scientists paid great attention to the problem of preparing a successful person at all the stages of the pedagogical theory formation and school practice. The theoretical principles of teaching by success remain valuable nowadays. Thus, one of the most remarkable points is that the successful personality upbringing is possible under conditions of humane education (Komensky, 1989). The next point is that it should be free from templates (Russo, 1991). Furthermore, a person's success cannot exist without its individual study (Pestalozzi, 1981) and a welfare of the individual's uniqueness (Disterweg, 1971). In addition to it, we should not forget about the reliance on creativity (Tolstoy, 1978) and mastering knowledge and expertise in various disciplines (Ushinsky, 2004), with or without education in a team and through it (Makarenko, 1984; Mirici & Uzel, 2019).

These statements were developed in the Rogers's works (2002). He viewed learning by success not as a method or technology, but as a pedagogical philosophy, that interacts with the personal way of life, the personal value system as the basis of free learning, choice and responsibility for its consequences, in the joy of learning as creative process. Belkin's (2000) approach to solving the problem of preparing a successful personality deserves a positive assessment. He considered the pedagogy of joy as the basis of teaching by success, the essence of which he had seen in the joy of learning as a strategy for the qualified teaching of young people. The implementation of success in teaching practice is largely determined by the level of the teacher's professionalism. It is no coincidence that scientists (Andreev, 2012; Belkin, 2002; Verbitsky, 2011; Chuvasova, 2017; Kondrashova, 2014 etc.) focus their attention on the development of the methodological foundations of higher pedagogical education, substantiation of the patterns and principles of pedagogical personnel's training. Scientists have explored the possibilities of creative activity (Andreev, 2012; Verbitsky, 2014) and the development of creative potential (Kondrashova, 2014; Chuvasova, 2017, etc.) in preparing future teachers for professional activity. In their work, Lee, Lim, Kim (2017) tested virtual learning models and experimentally confirmed that the use of various learning tools in these models ensures cooperation, innovation and adaptation to the constantly changing conditions of learning activities. Flechner (2017) proved the importance of a methodological training resource that combines traditional and innovative teaching tools and technologies. Based on data from a survey conducted at medical universities, they argue that when receiving educational information, students prefer direct communication with the teacher than communication via the Internet. Liebert, Lin, Mazer, Bereknyci, Lau (2016), Clement, Mary (2017) assign the leading role to Internet resources in ensuring the quality of training of future specialists. Oh, Kim, Kang, Kan, Bartlett (2019) associate the effectiveness of training specialists with the use of Beilin (2019, p. 41), believes that the success and well-being of his life and work depends on how a person uses information. He considers the use of various media in teaching to be the basis of success, and the quality of education is the result of the educational process. In the works of scientists (Dovga, Belokonnaya, Zhegnalek, Klim-Klimashevskaya (2015), etc.), the main provisions of the pedagogy of success and the possibility of successful learning in preparing future teachers for professional activity are revealed (2015, p. 90). The management of student preparation for successful professional activity was studied by Kondrashov (2017, 2019). He concretized the essence of professional success, the ways to achieve it, and showed the role of technologization of the management of the educational process in the conditions of higher education.

The main conclusion of all the research is that only a successful teacher can bring up a successful personality, capable of creatively adapting to life and activities in the society. The analysis of the pedagogical heritage, the scientists' achievements in terms of the problem under study have not lost their relevance at present time and serve as a methodological basis for ensuring the quality of higher pedagogical education. Sharing their opinion on the need to train a successful teacher, we believe that learning by success is not a separate teaching method or educational technology, but a pedagogical philosophy. It serves as a methodology for innovative guidelines and resources for improving the quality of higher pedagogical education, the productivity of preparing a teacher capable of professional success and career growth in the field of teaching.

METHODOLOGY

We assumed that in the conditions of university education, ensuring the quality of training future specialists for professional activity is possible on the basis of the philosophy of learning by success, which serves as an incentive for creativity, self-sufficiency and self-affirmation of an individual in the professional sphere. The purpose of the study was to identify the relationship between the resource capabilities of the philosophy of teaching success as a methodological basis for the implementation of the model of the system of training future teachers for successful professional activity. The main objectives of the research: 1) development of the "Model of the system of training future teachers for successful professional activity"; 2) identifying the conditions that ensure its effectiveness in improving the quality of teacher education, 3) experimental verification of the productivity of the methodology and technology of successful teaching, organized on the principles of role-based activity. The object of our research is the preparation of future teachers for professional activity, and the subject is the substantiation of the philosophy of teaching by success as a methodological basis for the professional training of students, an experimental test of its productivity.

The purpose of the study was achieved using a set of methods: theoretical (analysis, synthesis, systematization of philosophical, psychological, pedagogical and methodological research) for studying the state of the problem, theoretically substantiating its relevance, substantiating the structure and content of an experimental model of training future teachers for successful professional activities; empirical (questionnaires, testing, "logic of connections", "verbal and non-verbal creativity" of Mednick and Torrens, essays, observation, modeling of event-role situations) and a pedagogical experiment in order to identify the effectiveness of the model "System of training a successful teacher"; statistical - for processing empirical data in order to generalize the results obtained in the course of the formative experiment, check the effectiveness of the experimental program and the reliability of the information obtained.

The pedagogical experiment was carried out from 25.09.2019 to 20.06.2021. The participants of the research are 1-3 year students (356 people) and teachers (30 people) of the Cherkasy National University named after Bohdan Khmelnytsky and Krivoy Rog State Pedagogical University.

To test the null hypothesis using the χ^2 criterion, the value of the statistics of the χ^2 rate criterion was calculated using the formula:

$$\chi_{emn}^2 = \frac{1}{n_1 \cdot n_2} \sum_{i=1}^C \frac{(n_1 O_{2i} - n_2 O_{1i})^2}{O_{1i} + O_{2i}}$$

where $n_1 = 94$ i $n_2 = 98$ - the number of students in the control and experimental groups; i - the number of assessment categories (high, medium, low) ($i = 1, 2, \dots, C$); O_{1i} and O_{2i} - the number of students in the CG and the EG who belong to the corresponding i - category according to the assessment results. The results were calculated using the formula: $R = (Z + (Z1 / n1 + Z2 / n2))$.

RESULTS.

The implementation of the conceptual provisions stimulates students' actions in success formation as an important characteristic of a professional teacher, their mastery of the necessary skills and skills for successful activities: making management decisions, planning, organizing the educational process, coordination, regulation and correction, accounting and control. We came out of the fact that the problem solution under study is associated with the development and implementation into practice of the "Model of the system of the future teacher's preparation for successful activities" (Fig. 1).

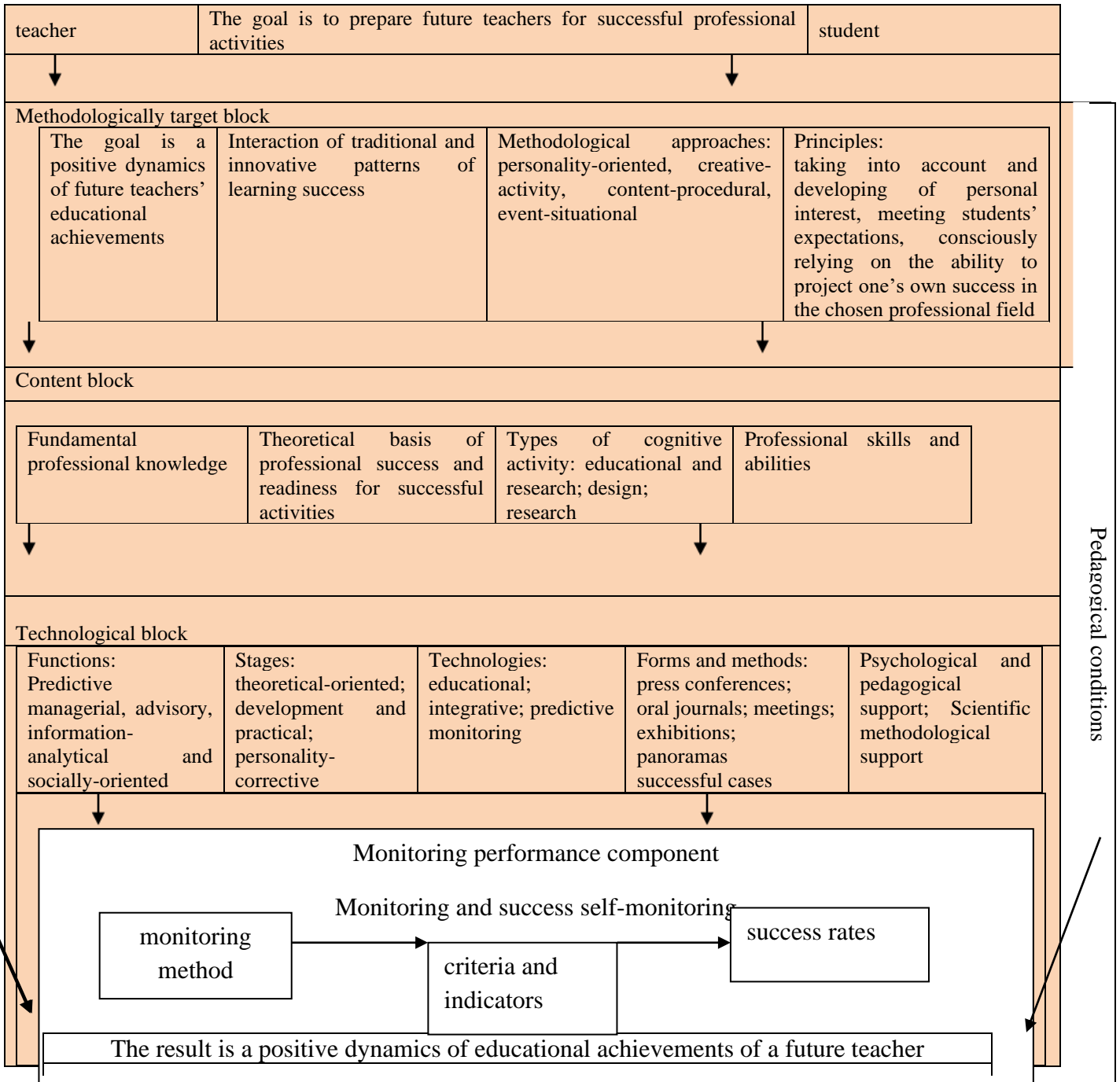


Fig.1. Model of the system for future teacher's preparing for the successful professional activity

The model unites structural blocks: methodologically targeted, meaningful, technological, monitoring and effective. The methodologically target block of the model includes the goal of developing a system for future teachers' training based on the philosophy of learning by success, which presupposes relying on the creative potential of each student, mastering the theoretical basis of professional success and the methodology of successful pedagogical activity. Target represents a hierarchy of strategic, tactical and operational targets.

The strategic goal determines the prospects for training modernizing of future teachers for practical professional activities, the strategy for implementing the philosophy of teaching by success, the concept and the result that is the successful teacher's preparation. The tactical goal specifies the ways and means of successful personality forming at specific stages of the educational process. The operational goal is the daily tasks of future teachers' preparing for successful activities. It ensures the transfer of knowledge into personal meanings, professional values, determinants of behavior and successful activity. All the goals are interdependent, interrelated and determine the philosophy of learning by success, the concept and the result that is the successful teacher's preparation. The model of the training system for a successful teacher is built on the basis of personality-oriented, creative-activity, content-procedural and event-situational approaches to the educational process organization under the conditions of university education.

The implementation of these approaches is carried out due to using the main principles: consideration and development of personal interest, satisfaction of students' expectations and conscious reliance on the ability to project their own success in the chosen professional field. These principles not only contribute to improving the knowledge quality, but also stimulate the experience acquisition to act in two aspects of one's life: internal-personal and interpersonal, the professional consciousness formation of a future teacher's personality. The learning by success philosophy as a methodological basis ensures the interconnection and interaction of the intellectual and emotional sides of the content block in the structural-functional model.

The substantive model's block unites academic disciplines and assumes: reliance on fundamental knowledge of the theoretical basis of professional success, generalization of methodological knowledge of the of successful activities basis; integration of training content as a system of interconnected semantic units, which provides an awareness of professional success and focus on its achieving in the independent professional activity. Along with fundamental knowledge, methods are useful for the development of personal and professional qualities of future teachers, for relieving stress in practical activities and technologies for overcoming psychological and professional discomfort.

Educational technologies, active forms and methods of educational problems solving and achieving success in professional activity represent the technological model's block. It includes psychological and pedagogical support and methodological support of all types of activities, various forms and methods (auction of ideas, projects defense, master classes, methodological bridges, modeling of event-role and business games, analytical, individually reflexive and training tasks).

The monitoring-effective block contains criteria and quality indicators of future teachers' training for successful professional activities, programs for monitoring the training quality, methods for assessing students' success in educational problems solving and diagnostic tools. In the process of implementing the pilot program, an important role belongs to the results evaluation, the comparison information on the results and criteria for the students' educational achievements. The developed model serves as the basis for the future teachers' training program for successful professional activities.

The organic unity and interaction of the structural model's blocks provides the possibility of using a single characteristic in diagnosing the effectiveness of learning by success, correlated at all stages of the program implementation to the experimental work with specific participants in the educational process. The productivity of training by success becomes possible when there is an orientation towards success at each stage of mastering professional knowledge and skills. The other important points are a feeling of joy and a sense of responsibility for the results achieved, freedom of choice and non-standard solution of educational problems. The complex result of the educational process, the criterion of the productivity of educational activity is personality's success. Success is considered here as a criterion for the productivity of students' educational work, characterized by a set of indicators, the objectivity and reliability of which can be checked

(Klyuchnikov, 2003). We have referred to the indicators of success: positive educational motivation; orientation to success in educational activities; knowledge, skills and qualities (independence, initiative, activity, creativity) necessary for educational problems solving; assessment and self-assessment of the productivity of the results achieved. Success and a focus on its achieving in the educational space is accompanied by a rational organization of educational activities. Its result is manifested in the professional interests' formation, needs and development of future teachers' abilities, necessary for successful professional work and career growth in the professional sphere. The experimental training program assumed the use of a pedagogical experiment, which included several stages: ascertaining, formative and diagnostic. The result of the pedagogical experiment required testing and evaluating the productivity of the Model System of Preparing Students for Successful Professional Activity, the effectiveness of the conceptual provisions of the learning by success philosophy and

the totality of organizational and pedagogical conditions for their implementation in the educational process of the university.

At the stage of the ascertaining experiment, using the Kettella technique, the results were obtained and then subjected to quantitative and qualitative analysis. The 1st -3rd year students' leading motive in the practical activities is their desire for educational achievements. Its average indicator is 36.1%. It has significant positive dynamics from 26.4% in the 1st year, up to 35.8% in the 2nd and 48.1% in the 3rd year. The desire to study more thoroughly was shown by an average of 17.4% of students. Moreover, 20.2% of students showed interest in practical professional activity. In addition, 12.0% of students only noted the need to master the successful activity methods. At least 4.5% of students showed readiness to work on mastering the methods of successful professional activity.

There was provided a question: What sources of information do you use in your educational work? The received answers were as follows: basic educational literature on the subject - 72.6%; Internet - 63.7% and recommended by the teacher literature - 30.4%. Students' answers indicate that educational literature and the Internet prevail among other sources of information. With the transition to the senior course, the Internet percentage increases to 81.4%. However, its use is not always productive in terms of future teachers preparing for successful professional activities. Information priorities of students when using the Internet are as follows: for searching literature on problems - 64.5%; for communicating with friends - 40.9%; prepared abstracts, term papers - 36.9%. In the course of the ascertaining experiment with the help of modeling event-role situations, the use of different-level control tasks, testing, the levels of success of students from the first to the third year in solving educational problems were revealed. The data are presented in Tab. 1.

Table 1: Levels of student success in educational activities (in %)

Levels	1st year students (124 people)	2nd year students (122 people)	3rd year students (114 people)
High	11,4	19,0	21,6
Medium	68,4	63,1	65,4
Low	20,2	17,9	13,0

From Table 1 one can see a positive dynamics of success in educational activities with the transition of students from course to course; however, the changes are insignificant. The average level of success prevails. According to the results of diagnostics at the stage of the ascertaining experiment, the control and experimental groups were formed. The experimental group consisted of those academic groups whose students showed relatively low results on the control sections. In the control group (CG, 94 people), vocational training was carried out according to the traditional methodology, in the experimental group (EG, 98 people) - it was carried out according to the developed research methodology.

The collected factual material caused the development of an experimental training program. The means of implementing the experimental program were the reserves of teaching by success philosophy in improving the quality of higher pedagogical education. These reserves are: a) updating the content of future teachers' training; b) the use of various forms and methods of forming students' attitudes towards professional success; c) program development of the workshop "Preparing future teachers for successful professional activity" and practically testing it at the university; d) analysis and assessment of students' educational achievements, their success in educational activities; e) experimental verification of the results obtained.

The basis of the formative stage of the pedagogical experiment became the logic technologicalization of the preparing students' process:

- a) The formulation of the goal of students' preparing for successful pedagogical activity, taking into account the indicators of its main characteristics that can be diagnosed.
- b) Determining the intermediate goals of preparing students for successful pedagogical activity and the stages of its implementation by specifying the identified indicators of success.
- c) Recruitment and didactic substantiation of the students' preparation in relation to the goals set.
- d) Implementation of the training content by using a variety of forms, methods, means of achieving success, which are provided by objective methods of quality control of the phenomenon under study.

In the experimental training, the guideline was the fact that "the main thing is not knowledge, but the ability to solve professional problems on its basis"; "not to impose external motives on students, but to develop their own interests, needs and attitudes towards success"; "managing others - you need to be able to manage your own actions and deeds."

Success as a professional characteristic of the future teacher's personality was formed by means of interactive forms of organizing the educational process. Students in the course of seminars (on the topics: "Modeling situations of success in group forms of work, trainings and creative assignments", "Situation of success and its possibilities in training a successful teacher", "Situation of success as a psychological factor in the motivation development for successful professional activity", "Success impact on the development of the individual's

professional abilities; “The round table” on the topic: “Mastering learning technologies by success is the key to quality education”, “Auction of ideas”, creative projects’ defense) mastered not only knowledge, skills and abilities, but also gained experience of successful professional activity. Future teachers acquired the attitude to success, knowledge and skills of successful activity in various forms of cognitive activity (business games, modeling of event-role situations, trainings, presentation of educational achievements, etc.).

The implementation of the pilot program confirmed the effectiveness of conducting classes (briefings, workshops, trainings, creative projects). The effective forms were: “The round table” on the topic “How to ensure the success of the educational process?”, psychological trainings with the aim of developing qualities that serve as the basis for professional success, discussion on the topic “What are the secrets of the professional success of a modern teacher?” and others. It has been established that the effectiveness of training students depends on the rational use of training technologies in different forms of education (workshops, trainings, master classes, etc.) on the principles of activity, independence, initiative and creativity of students’ actions.

We were guided by the assertion of Knowles (1984, p. 177) that various types of educational activities provide an opportunity for students to be included in the educational process: 1) awareness of the need for a favorable climate for learning; 2) development of a mechanism for joint planning of activities; 3) diagnostics of professional individual psychological characteristics and needs of students; 4) the formulation of goals and objectives that determine the content of educational work; 5) implementation of the training plan; 6) statement of the achieved level of assimilation of program material and analysis of the reasons for success and failure; 7) re-diagnosing needs and choosing a direction for further work. The basis for organizing these types of activities is the event-role approach and the principle of role perspective, and the mechanism is the event-role situation (Kondrashov, p. 109 2019).

In the experimental group, organizational and pedagogical conditions were created for the successful students’ activity: a creative educational environment, an active position was provided, free choice of educational tasks and methods of working with them, a situation of success for each student, systematic work on mastering knowledge and skills of professional orientation, scientific and methodological support of the educational process. In the course of the study, a great role was assigned to creative tasks, role situations, discussions, dialogues, business games, individual and group trainings. The productivity of using these forms and methods of educational work was confirmed in their studies by Flechner, (2017), Kucheriavyi, Buryi, Y.M. Atamanchuk (2020). These forms and methods reinforce the teacher's ability to make a choice based on a specific situation on the basis of acquired knowledge, to be responsible for the consequences of this choice. The emphasis of student efforts should be on developing skills that ensure success at work, as indicated in his study by Cotrell (2015). Revealing the secrets of a successful career, she believes that mastering certain skills helps to achieve success not only in academic work, but also in the future in professional activity. To develop these skills, it is necessary to ensure that learning becomes an adventure, to know what is interesting, to use feelings, to trust your own abilities, to find your own learning style (Cotrell, 2015, pp. 13-14).

Such work makes it possible for future teachers to realize the need to assess their success in terms of educational achievements, knowledge, abilities, skills and the development of professional qualities of their own personality. When organizing the educational process, teacher must take into account the level of assimilation of knowledge, acquired skills and abilities, and also take care of creating the necessary conditions for modeling success situations as a method of teaching by success, giving each student the right to free choice of the forms and methods of educational and cognitive activities. The system of classes based on the principles of teaching by success philosophy has successfully influenced the development of professional qualities, improving the quality of educational work in future teachers’ preparing for successful professional activities.

Table 2: Dynamics of the success levels of future teachers in educational activities (in %)

Levels	Success in educational activities			
	ascertaining stage		formative stage	
	CG (94 students)	EG (98 students.)	CG (94 students)	EG (94 students)
High	13,8	12,9	16,4	25,1
Medium	34,3	30,6	39,8	50,0
Low	51,9	56,5	43,8	24,9

From Table 2 it can be seen that in the experimental group (EG), the high level of success increased by 12.2%, the average - by 19.4%, the number of students with a low level of success in educational activities decreased significantly from 56.5% to 24.9%. In the control group (CG), changes are also observed, but they are insignificant. Thus, the number of students with a low level of success in educational activities decreased by 8.1%, with an average level increased by 5.5%, with a high level - by 2.6%. The value of the statistical criterion for the levels of students’ success in educational activities in the CG and the EG upon completion of the

experimental work exceeds the critical value (5.991) and is $\chi^2_{emp} = 8.300$. The reliability of the results obtained was checked for each indicator based on the identification of the statistical criterion χ^2 (chi - square) proposed by Novikov (2004). At the ascertaining and formative stages of the pedagogical experiment, according to the indicators of readiness for preventive activity, based on the use of the χ^2 criterion (chi - square), the obtained data were processed and the effectiveness of the developed model of training future teachers. The collected data allow us to speak about the effectiveness of the developed teaching methodology based on the principles of the philosophy of success, the preparation of future teachers for successful pedagogical activity and career growth. According to the results of the formative experiment, 14.3% of EG students and 37.0% of CG students remained at a low level of success in learning; on a medium level remained 41.3% of students from the EG and 41.6% of the CG. Moreover, 44.4% of students from the EG and 21.4% of the CG reached a high level. The implementation of the pilot program ensured the harmonization of fundamental and practical knowledge, content and procedural aspects of the educational process, increased activity of each student in educational activities, which positively influenced the strength of knowledge, the development of professional skills, skills and qualities, the productivity of work in gaining experience of successful activities. A survey of students showed that among their academic achievements they noted the mastery of the skills of setting goals, defining tasks and the content of work, technologies of operational control and assessing their own successes, choosing the best means and methods for solving educational problems, which made it possible to consider the philosophy of teaching as a success as a methodology for improving the quality of higher pedagogical education. Among the most significant characteristics of a professional teacher, students were named: success as a leading personality trait, possession of the skills and abilities of successful activities (making managerial decisions, planning, organizing the educational process, coordination, regulation and correction, accounting and control), initiative, independence and non-standard approach to solving professional problems.

DISCUSSION

Analysis of the achievements in the field of improving the quality of higher pedagogical education at the homegrown as and world levels, our own scientific searches made it possible to determine the conceptual guidelines for the implementation of the teaching by success philosophy as a methodology for ensuring the quality of vocational education and training a competent, successful teacher. According to the organization of the educational process in higher education, it is necessary to direct it to the formation of the knowledge culture and professional views of future teachers as important foundations of their successful activity.

The dialectical unity of the knowledge system and the mastering process determines the worldview and culturological aspects of the teaching by success philosophy. In accordance with the ideas of Andreev (2012); Belkin (2002); Berdyaev (2002); Chuvasova (2017); Kondrashova (2014); Mayer (2006); Nurai, Ercan, Ozden (2013); Kanke (2001), Kuzminsky (2005); Yakimanskaya (2000) and others, the worldview aspect of teaching success involves the formation of a future teacher's mindset for success in life and work. It also poses a value attitude towards the world and the professional sphere, understanding life goals and means of achieving them. The cultural aspect is aimed at "growing" the basis of the future teachers' personal culture.

The conceptual provisions of our research are confirmed by the works of many authors. So, Zhokhov (2011) interprets the basis of the professional and personal culture as a system of personal qualities necessary not only for successfully mastering a profession, but also for possessing a modern worldview, subsequent professional development and further education. At the same time, he considers it important to determine the leading orientation of training, which sets a specific plan for activities and subsequent diagnostics. In his opinion, "the rethinking of the educational paradigm is necessary not so much for scientific purposes, but mostly for building practice-oriented models of education that meet progressive trends in the society development" (2011, p. 44). Various aspects of the problem under study were confirmed in the studies of such scientists as Zhemukhova (2013), Mukhan (2007), Klyuchnikov (2003), Erofeeva (2001), etc. The analysis of foreign authors' scientific works allows us to say that professional success plays an important role in the future teachers' career growth. In this regard, statements Mukhan's (2007, p. 24) about the problem of the teacher's career development, his self-expression and self-affirmation in the professional sphere are interesting. The researcher's desire to focus on the need to develop positive motivation, responsibility and management of the process of preparing teachers for professional work is valuable. Klyuchnikov (2003), believes that realizing the nature of success means finding its basis, which can be found both in the philosophy of activity and outside the philosophical sphere, for instance in psychological, socio-psychological (communicative) and life meanings. The category of success is manifested in the categories of activity, communication and personality self-assessment (2003, p. 5).

Success as an important feature of a modern teacher's personality, its essence is ambiguously interpreted in the scientific literature. Erofeeva (2001) believes that teacher's professional and pedagogical success is a performance of professional activity, accompanied by a positive result, deep knowledge of the main activity subjects, the content correspondence to specific professional actions and work results, their own subjective characteristics, self-esteem and attitude to work (2001, p.3-4). According to Kiseleva (2002, p. 6), the teacher's professional success is "the subject-personal professional's state, which is characterized by personal

achievements in the context of his professional activity experience and aspiration, which arises on the value basis of pedagogical success and skill.”

Konovalova (2005, p. 6-7), unlike other researchers, argues that “the success of a teacher’s professional activity is a complicated psychological and pedagogical education based on persistent motives, a system of professional knowledge, professional pedagogical skills and self-esteem that provide success”. Zhemukhova (2013), believes that “professional success ... is a subjective-personal teacher’s state, which reflects the dynamics of the development of a motivational-value attitude, personal-professional qualities, an emotional-evaluative attitude to the pedagogical activity results, and ensures success achievement in pedagogical activity under new quickly changing social conditions ”(2013, p. 3-4).

The diversity of the authors’ views on the interpretation of the concept of “teacher’s professional success” indicates how the concept essence interpretation and its introduction to social processes at the level of the activity meanings change dynamically. The basis of successful learning is success as a person’s trait, which combines a set of knowledge, skills, which together with positive motivation, ensure the achievement of effective results in learning activities. The philosophy of learning by success can serve as an educational paradigm direction. The concept of teaching by success philosophy is considered as a system of ideas, theoretical and methodological provisions that determine the goal, objectives, content of preparing students for successful professional activity, the mechanism of didactic interaction in the educational process, the degree of consideration of the factors influence (external and internal) on the optimization of students’ academic achievements.

The structural links of the concept are the main directions: a) updating the goals and objectives of training successful teachers; b) the ratio of the abilities of future teachers, the pedagogical experience they have acquired as a mechanism for successful activity and an attitude towards professional success; c) supplementing curricula with the theoretical foundations of pedagogical management; d) the participants’ involvement in the educational process in order to acquire skills in planning, organizing and implementing of pedagogical work with a focus on professional success; e) the use of various educational technologies, among which the success situations modeling plays an active role, on the basis of which the strategy of training a successful teacher is built; f) providing a set of organizational and pedagogical conditions that positively affect the education quality of future teachers and the level of their preparation for successful professional activity. Success, as “a purposeful, organized conditions interconnection that creates an opportunity to achieve significant performance results, both for an individual and for the team as a whole” Kondrashova (2014), gives direction to the educational process and creates a motivational basis for further future teacher’s professional development. Success is the result of a situation of success, successful quality management of future teachers’ training, a deliberate strategy, an action program for the teacher and students in shaping their readiness for successful professional activity.

The analysis of the final sections confirms the effectiveness of the pilot program for future teachers’ preparing for successful activities in specially created conditions. Various aspects of the investigated problem have been confirmed in the research of such scientists as Zhemukhova (2013), Mukhan (2007), Klyuchnikov (2003), Erofeeva (2001) etc. In the course of the experimental work, a special form of success was found - an individual strategy for the positive dynamics of the level of students’ success in independent professional activity. The results of students’ participation in the program of experimental training confirm the versatility of their professional development, qualitative changes in success level and the acquisition of experience in successful activity. Our conclusions are confirmed by the results of the research Burton (2004), Clement (2018), Öqvist, Malmstrom, Malin (2018), which confirm the productivity of training future teachers through the use of various types of activities, the implementation of a competence-based approach to organizing classes, coaching as a means of developing the ability to transfer acquired knowledge in real situations of pedagogical activity. Austin (2018), Clement (2018), Review (2007), Ripley (2018) explain the teacher's success by the practice-oriented nature of training, the development of the ability to manage the classroom, apply a variety of technologies, and gain experience of reflective behavior. The data obtained by us are confirmed by the results of the research by Kalinichenko, Deforz (2020) and Volkova, Slyusarenko, Chuvasova (2021), where a high level of readiness was revealed in 28.5% of students from the EG, average - in 47.6%, low - in 23.9% CG students achieved lower results, only 4.4% of them had a high level of preparedness.

The novelty of the approach to solving the problem lies in the fact that improving the quality of modern education and preparing future teachers for successful professional activities presupposes a new educational strategy based on the philosophy of learning by success. Based on the analysis of theoretical works on the problem of research and experimental data, it can be argued that learning by success is a scientifically grounded recruitment and structuring of the educational information content. It also suggests usage of forms, methods and means that are not only effective at a particular stage of pedagogical activity, but also provide a positive dynamics of students’ educational achievements, form success as an important characteristic of a professional teacher’s personality.

The mechanism for the implementation of learning by success is modeling the success situations. Event-role situations provide teacher’s and students’ didactic interaction, cooperation and co-creation. They contain the

conditions for difficulties overcoming that arises while educational problems solving. Role-based activity serves as the basis for an active search for a way out of simulated success situations and improves the qualities necessary for successful professional activity.

The conducted research has achieved the planned goal and experimentally confirmed the effectiveness of the pilot program in improving the quality of training students for professional activity on the principles of the learning by success philosophy. The collected facts confirmed the effectiveness of the “Model system of future teacher’s preparing for successful professional activity” require a set of conditions: creating an educational environment, introducing various types of professional activities, involving students in them, enhancing their position in performing practical tasks and mastering the theoretical foundations and technologies for achieving professional success. The future teachers’ training on the principles of teaching by success philosophy ensured the harmonization of fundamental and practical knowledge, the content and procedural aspects of education, each student’s activity in the educational process, which positively influenced the strength of knowledge, the development of professional qualities, and the increase in the productivity of educational work in the acquisition of successful experience by future teachers.

It has been determined that learning by success is an important resource for improving the quality of university education, as it provides:

- a high guarantee of creating an emotionally favorable environment in the educational process and the stability of students’ attitude to active cognitive activity and educational achievements;
- specification of the influence of a person’s success on the learning outcome as a resource for the quality of professional activity, which makes it possible to transfer success to practical situations;
- awareness by students of the process of mastering professional knowledge and experience of creative activity, their involvement in the process of professional development, providing an individual strategy for the future specialist’ career growth.

Students acquired the skills of setting goals, defining tasks and the content of work, choosing the best means of achieving success, learning to carry out prompt control and assessment of their own educational achievements, which serves as the basis for considering the teaching by success philosophy as a methodology for improving the quality of higher pedagogical education.

It has been experimentally confirmed that the purposeful use of the teaching by success philosophy as a methodological basis for preparing future teachers for professional activities is an important resource for improving the quality of university education. Large-scale studies are needed to further confirm the validity of these conclusions.

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